DOCUMENT RESUME

ED 346 077 SP 033 841

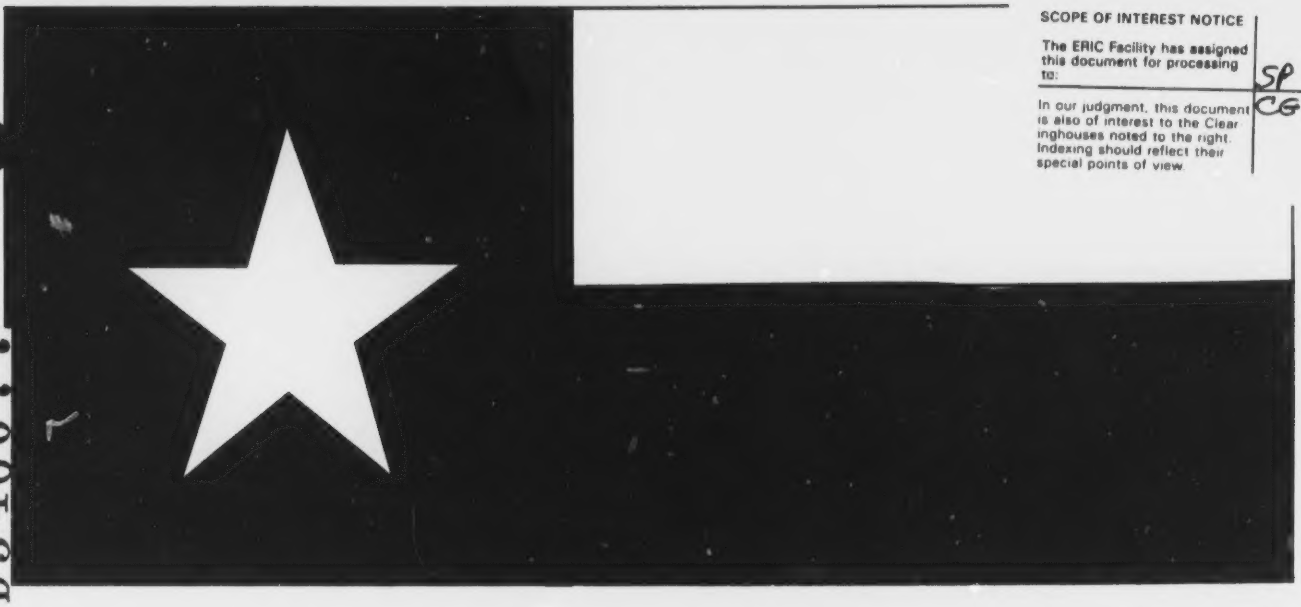
TITLE	Prevention of Drug Use. Prekindergarten-Grade 3. Education for Self-Responsibility II.
INSTITUTION	Texas Education Agency, Austin.
PUB DATE	91
NOTE	336p.; For related documents, see SP 033 842-844.
AVAILABLE FROM	Publications Distributions Office, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701 ($5.00).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	Adolescents; Class Activities; Discussion Groups; *Drug Education; Drug Legislation; Drug Use; Early Childhood Education; *Early Intervention; Educational Resources; Health Education; *Health Promotion; High Risk Students; Integrated Activities; Learning Activities; *Lesson Plans; Special Needs Students; State Curriculum Guides; *Student Responsibility
IDENTIFIERS	*Texas Education Agency

ABSTRACT

This Education for Self Responsibility (ESR) curriculum guide is designed to emphasize drug use prevention for prekindergarten-grade 3 students. The program emphasizes good health care practices, safety, personal responsibility, awareness of others, maintaining health, developing positive self-worth, and recognition of roles as family members. The guide is organized into six sections: (1) The Comprehensive Drug Use Prevention Program; (2) Implementing the ESR II Curriculum Guide; (3) Modifying ESR II for Special Populations; (4) Risk Factors for Adolescent Drug Use; (5) Suggestions for Discussion Groups and Speakers; and (6) Sample Lessons for the Prevention of Drug Use. The sample lessons demonstrate age-appropriate ways in which prekindergarten-Grade 3 teachers can integrate good health care practices into the fine arts, language arts, mathematics, science, and social studies curriculums. Seven appendices include Teacher Resources; Annotated Bibliography; Drug Chart; Glossary of Terms; Texas Law Related to Tobacco, Alcohol, and Other Drugs; Agencies and Organizations; and Instructional Strategies and Products for Teaching Drug Use Prevention. (LL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED346077



SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: SP

In our judgment, this document is also of interest to the Clearinghouses noted to the right. Indexing should reflect their special points of view. CG

Education for Self-Responsibility II:

PREVENTION OF DRUG USE

Texas Education Agency / Austin, Texas

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. Kemp

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Prekindergarten–Grade 3

SP033841

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

...A DRUG-FREE STATE

BEST COPY AVAILABLE

Education for Self–Responsibility II: Prevention of Drug Use

Prekindergarten–Grade 3

This publication is not copyrighted; any or all sections may be duplicated. After an initial free distribution to authorized institutions, additional copies may be purchased for $5.00 from the Publications Distributions Office.

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Foreword

Drug use is one of the major problems facing the nation today. Virtually no aspect of American life has been spared the tragedy of drug use, and our educational system is no exception. Drug use has infiltrated our schools and threatens to thwart our efforts to help today's students become educated and responsible citizens of tomorrow.

The Texas Education Agency provides *Education for Self-Responsibility II: Prevention of Drug Use* in response to concerns voiced by educators, legislators, and interested and caring citizens. *ESR II* is part of an extensive effort to curb the problem of drug use among school-aged youth. It is comprised of four volumes, which are designed for prekindergarten-Grade 3, Grades 4-6, Grades 6-8, and Grades 9-12.

Development of *ESR II* began in 1987 when the Agency convened a committee of educators to determine specific needs, set a general philosophy, develop goals and objectives, and write sample teaching and learning strategies. The committee included health educators, classroom teachers in several subject areas and grade levels, curriculum experts, drug education coordinators and consultants, administrators, counselors, law enforcement professionals, representatives of special populations, and community spokespersons. The Agency contracted with Texas A&M University to complete development of a field test version of the four volumes and to publish and distribute them to school districts. Drug Use Prevention Program staff members at the Agency solicited feedback from districts and schools that participated in the field test and then revised *ESR II*, taking into consideration teachers' comments and suggestions.

ESR II does not represent a one-time attempt to help districts cope with the increasing instances of drug use among students. On the contrary, tobacco, alcohol, and drug use prevention education is part of the Agency's ongoing comprehensive health program which emphasizes the physiological, mental, and psychological health and well-being of students. A good education helps students learn more than just reading, writing, and mathematics. A good education, above all else, teaches students how to be responsible. It teaches students how to be responsible citizens capable of discerning right from wrong. A good education develops students who understand that life itself creates responsibilities.

School administrators, teachers, and other staff members have a unique opportunity to help prevent tobacco, alcohol, and drug use among students. Education for self-responsibility must be more than a title of a publication or the theme of an education program. It must become the focus of our energies for the next several years.

W. N. Kirby
Commissioner of Education

Texas Education Agency

This publication was developed by members of *ESR II* curriculum development teams at the Texas Education Agency and at Texas A&M University under the direction of Agency staff members in the Office of the Deputy Commissioner for Curriculum and Professional Development.

VICTORIA BERGIN
Deputy Commissioner for Curriculum and Professional Development

GRACE GRIMES
Assistant Commissioner for Curriculum and Instruction

LEROY F. PSENCIK
Director, Division of General Education

SUNNY M. THOMAS
Director of Programs
Comprehensive School Health

Drug Use Prevention Program

NELL HOFFMAN
Program Director

NELDA BARNES
ED DEBIEC
ROBERT de la ROSA
MARY JACKSON
JOE WIESE
Drug Use Prevention Specialists

PAT FOLMAR ROBINSON
Editor, Division of General Education

State Board of Education

CAROLYN HONEA CRAWFORD, Beaumont
Chairman of the State Board of Education
District 7

BOB AIKEN, Commerce
Vice Chairman of the State Board of Education
District 9

MARY HELEN BERLANGA, Corpus Christi
Secretary of the State Board of Education
District 2

Board Members

RAYMOND A. ALEXANDER, Houston
District 4

JACK CHRISTIE, Houston
District 6

EMMETT J. CONRAD, Dallas
District 13

WILL D. DAVIS, Austin
District 10

MONTE HASIE, Lubbock
District 15

WILLIAM L. HUDSON, Wichita Falls
District 14

GERALDINE MILLER, Dallas
District 12

JANE NELSON, Double Oak
District 11

RENE NUÑEZ, El Paso
District 1

MARY KNOTTS PERKINS, Lufkin
District 8

JOHN H. SHIELDS, San Antonio
District 3

ESTEBAN SOSA, San Antonio
District 3

W.N. KIRBY, Commissioner of Education
(Executive Officer of the State Board of Education)

Contents

THE COMPREHENSIVE DRUG USE PREVENTION PROGRAM 1
- Education for Self-Responsibility 1
  - The Term *Drug* 1
  - Characteristics of Schools with Assertive Drug-Free Efforts 2
- The No-Use Policy 3
- Parent Involvement 4
- Program Visibility 5
- Terminology 5

IMPLEMENTING THE *ESR II* CURRICULUM GUIDE 7
- *ESR II*: Goals and Objectives 7
- Planning a Program 12
  - District-Level Planning 12
  - Campus-Level Planning 13
  - Individual Teacher's Planning 14
- Organization of *ESR II* 15
  - Resources 17
  - Scope and Sequence 17
- Training 22
- Red Flags 23
- Recommendations for Using *ESR II* 24
- Using Other Curricular Materials 24
- Evaluation 25
  - Evaluating Student Drug Use 26
  - Evaluating *ESR II* 26
  - Evaluating the Comprehensive Drug Use Prevention Effort 27

MODIFYING *ESR II* FOR SPECIAL POPULATIONS 29
- Special Education 29
- Compensatory Education 31
- Bilingual Education 32
- Migrant Students 33
- Gifted/Talented Students 35
- Multicultural Sensitivity 36

RISK FACTORS FOR ADOLESCENT DRUG USE 39
- Research Findings 39
- High-Risk Characteristics 45

SUGGESTIONS FOR DISCUSSION GROUPS AND SPEAKERS 47
- Discussion Groups 47
- Speakers 47

SAMPLE LESSONS FOR THE PREVENTION OF DRUG USE: A NOTE TO THE TEACHER 49
- Prekindergarten 51
- Kindergarten 81
- Grade 1 119
- Grade 2 183
- Grade 3 229

APPENDICES

- Appendix A: Teacher Resources 285
- Appendix B: Annotated Bibliography 313
- Appendix C: Drug Chart 321
- Appendix D: Glossary of Terms 325
- Appendix E: Texas Law Related to Tobacco, Alcohol, and Other Drugs 329
- Appendix F: Agencies and Organizations 332
- Appendix G: Instructional Strategies and Products for Teaching Drug Use Prevention 335

ACKNOWLEDGMENTS 336

The Comprehensive Drug Use Prevention Program

EDUCATION FOR SELF-RESPONSIBILITY

Drug use among students in Texas public schools is a pressing and immediate problem demanding an all-out response by teachers, administrators, parents, communities, and drug-free students. The four-volume curriculum guide, *Education for Self-Responsibility II: Prevention of Drug Use (ESR II)*, represents an important component in the effort to make schools drug free. Functioning as a curriculum guide and a health promotion tool, *ESR II* is the second guide the Texas Education Agency has issued on the topic of self-responsibility. *Education for Self-Responsibility I: Prevention of School-Age Pregnancy* was distributed in 1988. The Agency developed both documents in response to the State Board of Education's plan for action to reduce the number of students who drop out of school before graduation.

As a curriculum guide, *ESR II* offers suggestions to teachers of all grade levels and most subjects—suggestions ranging from specific classroom activities to ideas for involving parents in the drug use prevention effort. It includes handouts, worksheets, and overhead transparency masters to equip teachers with ready-to-use material for class activities. As a health promotion tool, *ESR II* insists that students be given consistent, firm no-use messages in all areas of their education. *ESR II* emphasizes the opportunities available to teachers of all levels and most subjects to responsibly teach drug use prevention and indicates ways in which educators may inadvertently condone drug use. *ESR II* urges administrators to recognize that students (drug-free and otherwise) are positively affected by consistent no-use messages and negatively affected by mixed messages.

ESR II is not a panacea for our state's drug problems. It is only one important weapon in the arsenal needed to combat drug use in the schools. To be most effective, curricula to prevent drug use must be accompanied by a strong commitment on the part of administrators, teachers, and other school personnel to have a totally drug-free school. Clear communication concerning drug-related policies and drug-related instructional activities must exist among school personnel, parents, and the community at large. Posters, displays, and brochures advertising the school's commitment to become and to remain drug free must be used to keep the program highly visible to students and community members alike. Additionally, a comprehensive drug use prevention effort must include assistance programs for students at risk for alcohol and drug use, as well as those with drug use problems.

The Term *Drug*

At one time, the term *drug* referred to any substance that when taken into the body caused a change in physiological or psychological activity. The term *drug* included medicine (both prescriptions and over-the-counter), legal substances such as caffeine and sugar, and illegal substances such as marijuana, cocaine, and heroin. But in the past decade problems caused by use of illegal substances have become so paramount in the United States that the term *drug* is now primarily used to refer to dangerous and illegal substances. In the *ESR II* curriculum guide, the term *drug* means a substance that is illegal and harmful, including alcohol and tobacco which are legal for adults but not for children. In the guide, every effort has been made to deal with medicines, prescriptives, and over-the-counter medications as such and not to refer to them as drugs. In some cases, however, medicines are sold on the street for purposes other than those intended by the manufacturer. In such cases, medicines themselves become dangerous drugs. The reason for defining the term *drug* so narrowly is for clarity and consistency in communication. The goal of *ESR II* is not to prevent school children from taking appropriately prescribed medicine. The goal is rather to help prevent the use of illegal and harmful substances, including tobacco and alcohol.

Characteristics of Schools with Assertive Drug-Free Efforts

Schools that have developed effective drug use prevention programs share certain characteristics. For example, schools with assertive drug-free efforts:

- have clear policies stating that they will not tolerate the use of tobacco, alcohol, and other drugs by students. These schools have written policies that enforce the laws of community and state; all school employees are expected to promote enforcement of the laws. Written understandings exist between school officials and law enforcement agencies regarding policies and procedures for intervention on school grounds and for general cooperation and communication.

- have strong administrative leadership and support. Effective leadership begins with commitment to a comprehensive alcohol and drug use prevention program and includes implementing policies, directing short- and long-range planning, and providing resources. It is important that clear lines of responsibility and accountability be established.

- develop and enforce standards for all school personnel concerning their professional conduct and their roles in implementing prevention education. These schools recognize that the drug-free effort is not limited to students but pertains to faculty, staff, and administrators as well.

- select and implement age-appropriate, developmentally based drug use prevention curricula in all grades, conduct training for teachers and other staff, and periodically evaluate the effectiveness of materials and instruction.

- incorporate parent education into the curricula and involve parents in alcohol and other drug use prevention education. These schools involve the entire community in the effort through local Drug-Free Schools Advisory Councils and through coordination with other agencies and organizations.

- counsel students that drug use is illegal and harmful. These schools provide school- and community-based intervention and referral services to counsel and treat students with drug-related problems, offer special education arrangements where appropriate, and provide support services for students recovering from drug-related problems.
- incorporate the no-use message into all school-based and school-sponsored activities and events and encourage this practice in community activities as well. These schools ban the use of all drugs, including tobacco, at school and extracurricular activities such as sporting events and UIL competitions. The no-use policies pertain to all students, staff, and parents.
- involve the community in the schools' alcohol and drug use prevention programs. Consultation with parents and the community at large can build support for policies. Individuals and businesses in the community can provide material resources and sponsorship of drug-free activities. The schools should make every attempt to ensure that the community understands the components and the standards of an effective prevention program.
- evaluate prevention programs on a regular basis to ensure that the programs are meeting the needs of students, parents, and the community. Evaluation results can be used to improve the programs.

THE NO-USE POLICY

According to the U.S. Department of Education, "A strong school policy against substance abuse—clearly articulated, consistently enforced, and broadly communicated—is the foundation upon which any program should be built." The following guidelines for school alcohol and drug abuse policies are presented in *Drug Prevention Curricula: A Guide to Selection and Implementation.* (See Teacher Resources, page 293, for publication information.)

At the heart of a good policy is a strong and serious statement spelling out the school's opposition to drug use and consequences that will result from drug use. A school's policy statement should contain at least the following elements:

- a clear definition, based on state law, of what types of drugs and drug use are covered by the policy (making clear, for example, that prescribed medication is not covered but that alcohol is)

- a clear statement that the defined drugs and drug use are prohibited on school grounds, at school-sponsored functions, and at any function at which students are representing the school
- a description of the consequences to be expected upon violating the policy
- an explanation of the process by which students and school personnel can be referred for treatment, including a guarantee that self-referral will be treated in confidence and will not result in punishment

It is essential that such policies are clearly communicated to all students, parents, and staff. Once adopted, policies must be enforced uniformly. The same rules must apply to all: the captain of the football team, the honors scholar, the marginal student, the child from a disadvantaged background. The standards of conduct outlined by the policies should apply to school personnel as well as to students. Policies do not have to be punitive in nature but may be extended to provide assistance for students and employees who need help with drug-related problems.

PARENT INVOLVEMENT

Parents are a child's first and most important teachers. Considering the sensitivity and seriousness of drug prevention education, schools should seek parental participation in the educational process. Some activities in the *ESR II* curriculum guide contain material appropriate for parent education. Such activities may be incorporated into parent meetings or disseminated in the form of take-home materials.

In addition to academic work, schools should provide channels through which parents can influence policymaking and curriculum selection. Some schools accomplish this through parent/teacher organizations and other parent/community organizations such as Drug-Free Schools and Communities Advisory Councils. See *What Works: Schools Without Drugs*, a publication of the U.S. Department of Education, for recommendations. (See Teacher Resources, page 293, for publication information.)

Involving today's parents in prevention education may take considerable effort and imagination. In many families, both parents work; many other families are headed by single parents. Traditional after-school hours for parent/teacher conferences and training sessions may not be realistic. Nevertheless, schedules can be worked out if schools, parents, and employers cooperate. Representatives of schools that bus students can hold meetings in the students' neighborhoods and can speak the parents' primary language.

PROGRAM VISIBILITY

Students need to be reminded constantly of the dangers of drug use. Such reminders need not be parental or authoritarian, but they must be logical, consistent, and respectful. Posters, campaign buttons, projects, and lessons in all curricular areas serve to provide such reminders. Every aspect of the school environment, from drug use policies to classroom activities to social activities to what hangs on the walls, must consistently convey a no-use message. Many schools extend the no-use message to dress codes by not allowing students to wear clothing that advertises or promotes tobacco, alcohol, or other drugs.

In the community as well as in the school, visual reminders help to reinforce the message that drug use is harmful. Messages on grocery bags, billboards, book covers, and other items serve as daily reminders as do the visual and auditory antidrug announcements provided by the media.

TERMINOLOGY

When communicating about alcohol and other drugs, it is crucial for the terminology of professionals in the field to be both clear and consistent. The following list of terms was developed* to assist communicators of verbal and written information and program planners who are responsible for evaluating materials.

Do Not Use	**Use**
Drunk Driving	Alcohol-Impaired driving (because a person does not have to be drunk to be impaired)
Liquor (to mean any alcoholic beverage)	Beer, wine, and/or distilled spirits
Substance use	Alcohol and other drug use
Abuse when the sentence refers to youth, teen, or children (anyone under 21)	Use (The aim is to prevent use—not abuse—of alcohol and other drugs.)
Hard or soft drugs	Drugs—since all illicit drugs are harmful
Recreational use of drugs	Use—since no drug use is recreational
Responsible use	Use—since there is risk associated with all use
Accidents when referring to alcohol/drug use and traffic crashes	Crashes
Drug abuse prevention or alcohol abuse prevention	Except when referring to adults, use the phrase "to prevent alcohol and other drug problems."
Mood-altering drugs	Mind-altering drugs
Workaholic	The term trivializes the alcohol dependence problem.

---

* By the Division of Communication Programs; Office for Substance Abuse Prevention; Alcohol, Drug Abuse, and Mental Health Administration; Washington, D.C. For further information, call (301) 443-0373.

Implementing the *ESR II* Curriculum Guide

The curriculum guide, *Education for Self-Responsibility II: Prevention of Drug Use,* was developed with extensive input by Texas teachers sensitive to the educational environment of the state's public schools. *ESR II* is intentionally a guide, not a detailed, comprehensive course of study. It aims to make drug use prevention a part of the overall school curriculum by applying principles of curriculum infusion. This drug use prevention is taught across the curriculum and throughout the school year instead of as a concentrated effort of teachers and students for a brief period of time.

Published in four volumes for designated grades, the guide provides sample lessons in various subject areas through the use of essential elements of instruction selected from Title 19, Chapter 75, Texas Administrative Code (State Board of Education rules for curriculum). The sample lessons are limited in number as they are examples of ways teachers may expand subject area lessons to include drug education and to create additional lessons. Teachers may use the objectives provided in this guide and may select numerous other appropriate essential elements to use in drug use prevention education. Instruction should be directed by the identified needs of students within the classroom and the school; therefore, the curriculum guide allows for flexibility.

ESR II is designed to be implemented primarily by the regular school instructional staff through infusion into the school's planned program of study. Outside specialists are suggested only as support for the teacher, not as replacements for the teacher. However, the term *teacher* may apply to any member of the school staff who is charged with the responsibility for the delivery of instruction, whether that staff member is the nurse, librarian, coach, counselor, or another individual.

ESR II: GOALS AND OBJECTIVES

The primary goal of *ESR II* is the prevention of drug use among school-age youth. Three major objectives provide the framework and focus for an instructional emphasis on an alcohol and other drug use prevention program. These objectives are: Understanding the Consequences, Learning the Facts, and Taking Action. Instruction related to these major objectives is facilitated by multiple instructional and behavioral objectives. The educational experiences described in the curriculum guide are designed to help the students of Texas to achieve these objectives and thereby empower them to choose not to use drugs. *ESR II* seeks to make all drug use socially unacceptable in the same way that tobacco has begun to be viewed negatively in the past few years.

A secondary goal of *ESR II* is to increase teacher awareness of the problems related to drug use in Texas, thereby creating impetus for taking action to combat these problems. Educators from across the state formulated the *ESR II* objectives on pages 9-11. The objectives help establish consistency and give direction to drug use prevention programs in Texas schools. Each objective includes a number of questions that students are to consider and a list of behavioral objectives that will lead them to achieve the major objective.

ESR II *Objective I:*

UNDERSTANDING THE CONSEQUENCES

A. What happens to students who use drugs?

1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.
2. Determine the effects of tobacco, alcohol, and other drug use on self-esteem, motivation, and the ability to cope.
3. Recognize the effects of tobacco, alcohol, and other drug use on interpersonal communication and relationships.
4. Predict how academic and work performance might be affected by tobacco, alcohol, and other drug use.
5. Illustrate the effects of tobacco, alcohol, and other drug use on personal judgment and decision making.
6. Analyze the effects of tobacco, alcohol, and other drug use on earning potential, the ability to save money, and spending habits.
7. Consider the legal consequences of tobacco, alcohol, and other drug use.

B. What happens to the family if a family member uses drugs?

1. Observe how emotional stress leads to physical problems.
2. Describe the physical and emotional consequences of having a chemically dependent family member.
3. Assess the importance of emotional stability, self-esteem, motivation, and coping abilities when dealing with a family member who is chemically dependent.
4. Identify how tobacco, alcohol, and other drug use affects relationships both within and outside a family.
5. Consider how tobacco, alcohol, and other drug use affects the judgment, work, and academic performance of family members.
6. Recognize the ways in which tobacco, alcohol, and other drug use affects a family's financial status.
7. Recognize that a minor's parent or guardian is responsible for his or her legal problems.

C. What happens to the friends of someone who uses drugs?

1. Describe potential risks of choosing friends who use tobacco, alcohol, or other drugs.
2. Explain how interpersonal relationships are affected by associating with someone who uses tobacco, alcohol, or other drugs.
3. Consider how the financial and legal problems of someone who uses tobacco, alcohol, or other drugs affect his or her friends.
4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

D. What happens to the community as a result of drug use?

1. Evaluate the relationship between tobacco, alcohol, and other drug use and the need for treatment facilities.
2. Analyze the effects of tobacco, alcohol, and other drug use on crime rates and the economy.
3. Describe public health problems related to tobacco, alcohol, and other drug use.
4. Describe how drug use contributes to the spread of communicable diseases.

ESR II *Objective II:*

LEARNING THE FACTS

A. What is a drug?

1. Name and categorize various types of drugs, medicines, and abused substances.
2. Recognize primary effects of tobacco, alcohol, and other drugs.
3. Recognize side effects of tobacco, alcohol, and other drugs.
4. Explain the hazards of multiple drug use.

B. What do students need to know about drugs?

1. Describe the therapeutic use of medicine.
2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.
3. Identify the significance of peer pressure and/or role modeling and imitation.
4. Recognize the risks of curiosity and experimentation.
5. Predict the effects of misinformation concerning tobacco, alcohol, and other drugs.
6. Recognize the ways in which tobacco, alcohol, and other drugs affect behavior and self-concept.
7. Define addictive behavior and discuss its effect on the family.
8. Describe the relationship between addiction and genetic predisposition.
9. Define and characterize the symptoms of codependence.
10. Explain the relationship between emotional dissatisfaction and tobacco, alcohol, and other drug use.
11. Illustrate the effects of tobacco, alcohol, and other drug use on athletic ability and artistic creativity.

C. What are the laws pertaining to drugs?

1. Identify and acknowledge federal, state, local, and school laws and policies regarding all aspects of tobacco, alcohol, and other drug use.
2. Define legal and illegal drugs.

D. Where does a student go for help with drug-related problems?

1. Identify community and national hot lines.
2. Identify people to talk to.
3. Identify sources of professional help.
4. Identify community programs and resources.

TAKING ACTION

A. How can one know oneself?

1. Describe personal strengths and weaknesses.
2. Realize personal uniqueness.
3. Identify personal beliefs, values, and feelings.
4. Identify people, places, and events that influence personal lifestyle.
5. Recognize abilities and document achievements.
6. Recognize that parents are primary role models for self-esteem, health, and behavior.

B. How can students relate to others?

1. Communicate thoughts, feelings, and opinions appropriately.
2. Demonstrate assertiveness and refusal skills.
3. Distinguish what individuals can control and what they cannot control.
4. Identify and evaluate ways to cope with family conflict.
5. Identify ways to cope with peer and social pressure to use tobacco, alcohol, and other drugs.
6. Explain the importance of rules and laws.
7. Recognize the importance of participating in family activities.

C. How can students learn to cope?

1. Describe the relationship between stress and tobacco, alcohol, and other drug use.
2. Demonstrate skills for coping with change, success, and failure.
3. Develop personal abilities and interests.

D. How can a student achieve self-responsibility?

1. Identify, develop, and practice effective decision-making skills.
2. Describe the importance of setting realistic personal goals.
3. Relate the importance of friends and role models.
4. Formulate effective strategies for helping others who experience problems.
5. Define self-responsibility.
6. Practice effective listening, reading, and writing skills.
7. Develop effective work/study skills.
8. Practice activities and behaviors that develop self-esteem.

E. What are the best alternatives to drug use?

1. List healthy alternatives to tobacco, alcohol, and other drug use.
2. Participate in local drug-free activities that offer healthy alternatives to tobacco, alcohol, and other drug use.

PLANNING A PROGRAM

Policy and planning are the foundations of a successful drug use prevention program. If the program is to be effective, it must be planned as thoroughly as any academic program, with serious consideration given to training, curriculum, and coordination. A comprehensive plan addresses all of these components in addition to activities, timelines, responsibilities, and resources.

District-Level Planning

Planning for drug use prevention education must occur on several levels—district, campus, departmental/grade, and the individual teacher's level. At each level, the components outlined below for district-level planning are repeated.

- philosophy

  Policymakers, school personnel, and advisors at the district level fashion a position statement that becomes the foundation of the program. To state a philosophy, the team must think through their beliefs about the school's role in drug use prevention. An assessment of the current extent of drug use among students and the possible impact on education is helpful.

- purpose

  The team decides why the district needs a program. Reasons may include such benefits as helping to nurture physically and mentally healthy youth, assisting young people in becoming productive citizens, improving the school climate in areas such as discipline and cooperation, maximizing learning, and reducing the drop-out rate.

- global or long-range goals

  Formulating several goals helps focus the program. Long-range goals may include reducing the number of students who use alcohol and other drugs or providing students the information, life skills training, and support they need to lead drug-free lives.

- policies

  Begin by looking at the policies already in place that are related to drug use prevention such as drop-out prevention policies and discipline management policies. The team may recommend that policies be expanded to promote a comprehensive drug use prevention effort through education and intervention. Disciplinary policies may be expanded to include assistance to troubled students rather than limited to punitive measures.

- a cycle of assessment, specific planning, implementation, and evaluation

  This cycle is a continuing process involving the following steps:

  - assessment

    Review the current state of affairs. Student, parent, and community surveys may help determine the extent of the problem and perceptions regarding the school's role. Learn what resources are available in terms of personnel, funds, materials, and community services. Analyze the current program: what is being done presently and by whom, who has been trained, what materials are being used.

  - planning

    Set measurable goals and objectives for achieving the goals. For each objective, determine appropriate strategies and activities. Designate persons responsible for implementation, set timelines, identify resources, and decide on evaluation procedures. Areas in which goal setting may be appropriate include the following: instruction, training/staff development, student services and support, drug-free youth activities, parental and community involvement, evaluation.

  - implementation

    Carry out the plans, adjusting according to evaluation data, which may be both objective and subjective.

  - evaluation

    In process evaluation, look at whether the objectives were carried out according to plan. In outcome evaluation, look at the long-term effectiveness of the program. Evaluation is part of the continuing process of improving the program.

Campus-Level Planning

The campus level reflects the district's philosophy, purpose, long-range goals, and policies. Teachers on an individual campus also engage in a cycle of assessment, specific planning, implementation, and evaluation appropriate to the needs and capabilities of students at that particular campus.

Most of the interaction among teachers may occur at the departmental or grade level. At this level, an instructional leader coordinates the efforts of the individual teacher and monitors the sequence of instruction. At this level, teachers share ideas and make decisions about the most effective ways to accomplish their goals. It is important that individual teachers not be isolated—that they share successes, problems, ideas, and needs and that they give feedback to one another. If an effective model for this interaction already is in place, the same model can be applied to drug use prevention education.

Individual Teacher's Planning

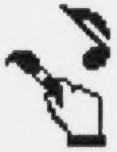
At the next level, the individual teacher determines where the classroom lesson fits into the other levels of planning—district, campus, departmental/grade—and develops lesson plans for a specific group of students. These lesson plans are based on the needs and characteristics of that particular student population.

ORGANIZATION OF *ESR II*

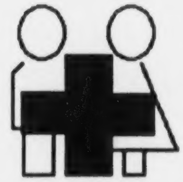
ESR II is divided into four volumes that are designated for prekindergarten-Grade 3, Grades 4-6, Grades 6-8, and Grades 9-12. Each volume stands alone for distribution to appropriate school personnel. Each contains sample age-appropriate lessons along with an introductory section and lists of resources to assist the administrators and teachers of drug use prevention education. To accommodate the various designs of Texas school systems, the sixth- and ninth-grade segments of *ESR II* are reproduced in two volumes.

Each of the four grade-level volumes of the *ESR II* curriculum guide is divided into three sections: (1) introductory materials, (2) sample lessons, (3) resources. The introductory material provides an orientation to the drug-free school effort along with a brief presentation of what can be done at the local level to support this effort. The sample lessons are arranged in order of grade, and the suggested subject areas are identified in the upper right-hand corner of each page by an icon. The lessons are designed to be flexible, independent activities. Many of them can be reproduced as handouts, worksheets, and overhead transparencies.

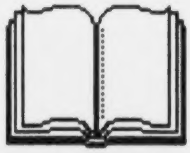
Icons for the subject areas of *ESR II* sample lessons are as follows:



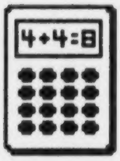
Fine Arts



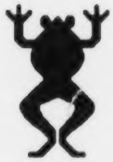
Health



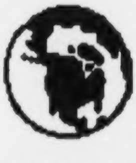
Language Arts



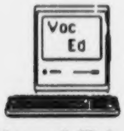
Mathematics



Science



Social Studies



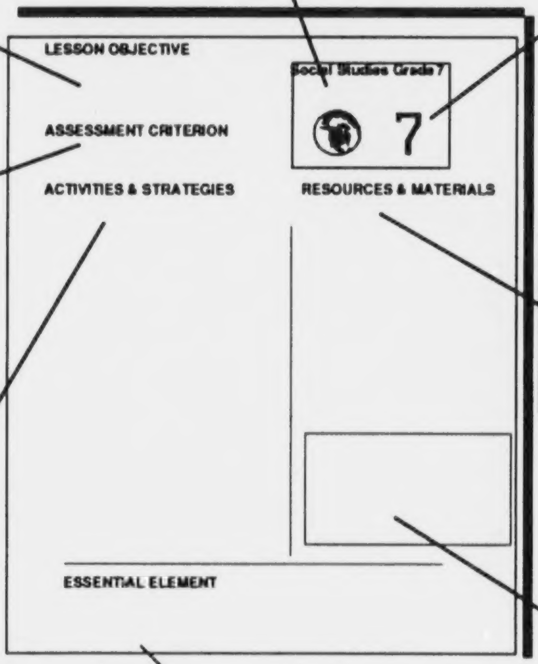
Vocational Education

Using the *ESR II* Sample Lessons

An icon indicates the subject for which the lesson is appropriate.

This number indicates a suggested grade level for the lesson. Grades 9-12 are consolidated and labeled HS since classes often consist of students from different grades.

One or more relevant objectives chosen from the list of *ESR II* objectives are identified.


LESSON OBJECTIVE
Social Studies Grade 7
7
ASSESSMENT CRITERION
ACTIVITIES & STRATEGIES
RESOURCES & MATERIALS
ESSENTIAL ELEMENT

One or more assessment criteria are provided to aid in evaluating the *ESR II* objectives.

Selected resources and materials are listed in this space along with materials needed to implement the lesson. Local resources may be added by the *ESR II* user.

Suggested activities are described in brief, clear language.

Specific essential elements are identified.

The shaded Teacher Tips box provides additional information for teachers or helpful hints on implementing the lessons.

Resources

Appendices at the end of each volume of the curriculum guide include:
- a list of teacher resources (books, government documents, pamphlets, periodicals, and audiovisuals)
- an annotated bibliography of drug education-related publications
- a drug chart
- a glossary of drug-related terms
- a brief statement on Texas laws related to tobacco, alcohol, and other drug use by minors
- a listing of agencies and organizations that provide drug use prevention education materials
- a listing of instructional strategies and products

Scope and Sequence

The scope and sequence chart on pages 19-21 allows the user to see at a glance the overall objectives and goals of the curriculum, prekindergarten-Grade 12. On this chart, dots indicate grade levels where objectives are used in prekindergarten-Grade 3. Objectives without dots are introduced at higher grade levels.

ESR II is purposefully designed as a drug use prevention curriculum guide that will be helpful to teachers who have many demands on their time. The guide includes sample lessons with suggested activities that are cross-referenced with the required essential elements found in Title 19, Chapter 75 of the Texas Administrative Code.

ESR II Scope and Sequence

I. Major Objective: Understanding the Consequences

Goal: Awareness of the impact of drug use on the individual, family members, friends, and community.

	PK	K	1	2	3
A. Impact on the individual					
1. physiological and psychological effects of tobacco, alcohol, and other drugs (TAOD)		●	●	●	●
2. effects on self-esteem					
3. effects on interpersonal communication and relationships					
4. effects on academic and work performance					
5. effects on personal judgment and decision making					
6. financial consequences of TAOD use					●
7. legal consequences of TAOD use		●			
B. Impact of drug use on the family in the following areas:					
1. emotional stress		●	●		
2. physical and emotional consequences		●	●		
3. relationships					
4. chemically dependent family member					
5. academic and work performance of family members					
6. financial status					
7. legal responsibility for minors					
C. Impact of drug use on friends					
1. potential risks of choosing friends who use drugs			●		
2. effects of drug use on interpersonal relationships					
3. effects of drug-related financial/legal problems on one's friends					
4. ways to encourage friends not to use tobacco, alcohol, and other drugs		●	●		●
D. Impact of drug use on the community					
1. need for treatment facilities					
2. effects of drug use on crime and the economy					
3. drug-related public health problems				●	●
4. spread of communicable diseases					

II. Major Objective: Learning the Facts

Goal: Understanding the medical and legal hazards of legal/illegal drug use.

	PK	K	1	2	3
A. Description of a drug					
1. types of drugs, medicines, and abused substances	●	●	●	●	
2. primary effects of tobacco, alcohol, and other drugs			●		●
3. side effects of tobacco, alcohol, and other drugs					
4. hazards of multiple drug use					
B. What students need to know about drugs					
1. therapeutic use of medicine	●	●	●	●	●
2. media presentation of tobacco, alcohol, and other drug use				●	●
3. significance of peer pressure/imitation					●
4. risks of experimentation					
5. effects of misinformation					
6. ways drug use affects behavior and self-concept					
7. addictive behavior and its effect on the family					
8. relationship between addiction and genetic predisposition					
9. symptoms of codependence					
10. effects of emotional dissatisfaction on drug use					●
11. effects of drug use on athletic ability and artistic creativity					
C. Laws pertaining to drugs					
1. school laws and policies pertaining to drug use		●	●		●
2. definition of legal and illegal drugs					
D. Sources of help for students with drug-related problems					
1. community and national hot lines					
2. individuals		●	●		●
3. professional help					
4. community resources	●			●	

III. Major Objective: Taking Action

Goal: Development of communication and coping skills that expand knowledge of oneself and of alternatives to drug use.

	PK	K	1	2	3
A. Knowing oneself					
1. personal strengths and weaknesses		●	●	●	
2. personal uniqueness	●	●	●		●
3. personal beliefs, values, and feelings	●	●	●	●	●
4. influences on personal lifestyle		●			
5. abilities and achievements	●		●	●	
6. parents: primary role models for self-esteem, health, and behavior					
B. Relating to others					
1. communication of thoughts, feelings, and opinions	●	●	●	●	●
2. assertiveness and refusal skills	●	●	●	●	●
3. what one can/cannot control			●		
4. ways to cope with family conflict				●	●
5. ways to cope with peer pressure	●		●	●	
6. importance of rules and laws			●	●	●
7. participation in family activities	●	●	●	●	●
C. Learning to cope					
1. relationship between stress and drug use					●
2. skills for coping with change, success, and failure		●			
3. personal abilities and interests		●	●	●	
D. Achieving self-responsibility					
1. effective decision-making skills		●	●	●	
2. realistic personal goals					●
3. importance of friends and role models	●	●	●	●	
4. strategies for helping others	●	●			●
5. definition of self-responsibility	●	●			
6. development of effective communication skills			●	●	●
7. development of effective work/study habits					
8. behaviors and activities that promote self-esteem	●			●	
E. Alternatives to drug use					
1. healthy alternatives	●	●	●	●	●
2. participation in drug-free alternatives		●			

TRAINING

An important aspect of any curriculum implementation effort is training those who will be involved in the effort. In the case of tobacco, alcohol, and other drug use prevention, such training is essential and should be provided for:

- school board members
- administrators (including athletic directors)
- teachers and coaches
- counselors, librarians, and nurses
- cafeteria workers, bus drivers, custodians, and other support staff who have direct contact with students

Training for school personnel should address the following:

- the extent of tobacco, alcohol, and other drug use among students
- harmful effects of drug use, including effects on school performance
- the school district's policy regarding drug use
- the school's role in prevention, intervention, and support
- an overview of the district's drug use prevention program including the education component
- chemical dependency as an illness
- special needs and problems of the student who has a chemically dependent family member
- how to recognize symptoms of drug-related problems
- the district's plan for helping troubled students, and how to refer students for help
- the importance of community support and involvement

Individuals charged with the responsibility for instruction in drug use prevention should receive additional training in the following areas:

- major drugs; their effects on the body; effects on the physical, social, and psychological development of young people; and addictive properties
- factors that make persons high risk for drug use
- history of drug use prevention efforts in Texas schools, contrasting past methods with current approaches
- drug use prevention education as part of comprehensive health education
- explanation of the interdisciplinary approach, stressing the need for coordination
- ideas on how to use the team approach to teach the curriculum
- philosophical framework of *ESR II* (no-use stance as opposed to responsible use)
- organization of the curriculum guide, including the purpose of combining information, skills, and support
- specific instructions on how teachers can use the curriculum guide, including illustrations of techniques such as role playing and methods of teaching decision-making skills

- skills in lesson closure to reinforce the message that illicit drug use is wrong and harmful
- descriptions of a variety of evaluation techniques appropriate for gauging the effectiveness of instruction

RED FLAGS

Over the years, the experience of drug use prevention specialists and research studies have identified some activities and actions that should be avoided when conducting drug use prevention education. These red flags include:

Trivializing drug use prevention.
Drug use prevention must be treated as a valued course of study, not as supplemental subject matter. *ESR II* activities should be integrated into regular lesson plans and included as a part of graded activities.

Using guest speakers who are recovering addicts.
Students should be exposed to successful adults who have not used drugs. Speeches by former addicts and pushers may make a strong antidrug impression on adults, but students often receive totally opposite messages. For example, students may be impressed with the idea that a person can use drugs and still be perceived as a successful, even famous, adult. Recovering users may be invited to assist with the drug prevention effort by working with students who themselves are recovering users. Healthy role models should be involved in the program at every opportunity.

Engaging in teacher self-disclosure.
Personal revelation by teachers or students should not be encouraged as a means of stimulating classroom discussion. Honest dialogue is an important aspect of prevention education, and students should be encouraged to strengthen their thinking skills by considering real-life dilemmas they will face. Asking for personal revelations by students and teachers puts many students in situations for which they are not prepared.

Grouping students according to drug use behavior.
When conducting group activities, randomly select members for each group. Research indicates that students who associate with drug users tend to use drugs. Therefore, allowing students to choose their own groups may inadvertently promote drug use.

Teaching how to use drugs under the guise of informing about drugs.
Discussions of how drugs make people feel may stimulate curiosity and encourage experimentation. Likewise, demonstrating drug paraphernalia serves no prevention purpose.

Sensationalizing the drug epidemic.
Consider your students' ability to handle the information you are presenting. While scare tactics may generate attention, such tactics are not a useful prevention strategy. Young people usually do not internalize sensational messages.

RECOMMENDATIONS FOR USING *ESR II*

When planning the implementation of *ESR II* at the individual teacher's level, the first step is to familiarize yourself with the philosophy pertaining to drug use prevention in the curriculum guide and in district- and campus-level plans.

The recommended procedure for using *ESR II* is as follows:
- Read through the introductory section to gain a broad understanding of Texas' overall effort to address the problem of drug use by students.
- Scan the sample lessons and resources to get an idea of what is included.
- Identify any personal weaknesses in preparation for teaching prevention of drug use and initiate plans to strengthen skills and knowledge in those areas.
- Develop a plan of implementation. In doing so, consult with teachers of all grade levels. Build grade-level files. Such plans will contribute to the continuity of the experiences students have from grade to grade.
- Plan your lessons. Based on the characteristics of your class, the materials available to you, and your personal judgment, select the lessons and activities you will teach.
- Understand that lessons may have one or more activities. Activities take varying amounts of time. All activities on a sample lesson page do not need to be completed in one lesson period.
- Arrange for any additional materials needed to conduct the lessons.
- Teach prevention of drug use as an integral part of your regular class.
- Involve the school librarian in screening and selecting materials.

USING OTHER CURRICULAR MATERIALS

ESR II is not meant to replace but rather to enhance your present drug education efforts. You should ensure, however, that all curricular efforts convey the same message—that drug use is illegal and harmful and must be avoided. Consider the following criteria when planning a drug prevention education program and choosing additional curricular materials:

- Do the materials clearly supplement the existing curriculum? Any new curriculum materials should integrate easily into the overall academic effort of the school, rather than be add-on activities that use precious academic time.

- Do the materials begin with early childhood and carry through to high school? Drug use prevention must begin early and be continued through all age levels. Programs that target only one period in a student's life run the obvious risk of missing productive windows of teaching opportunity that occur throughout a student's career.

- Do the materials have a resounding no-use message? A consistent problem of many well-intentioned drug use prevention programs is a subtle message that "responsible use" is a commendable result. It is essential that the only message conveyed by the schools is a no-use message. A curriculum should consistently and clearly emphasize that drug use is illegal and harmful and that the absolute goal of the program is "no use."
- Do the materials fit into the comprehensive health program? Health education and health promotion at the school involve more than health instruction. They involve health services for students as well as the overall healthiness of the school environment.
- Are the materials culturally sensitive? Public schools serve students from diverse cultures. Materials used must take into account the variety of student backgrounds and traditions present in the classroom. (See pages 36-37.)
- Are the materials founded on solid research? Only materials and activities that have been developed with a full understanding of current research related to drug use prevention should be considered.
- Are the materials current, state-of-the-art material? Careful attention must be given to purging classroom resources and library materials of out-of-date information relating to drugs and drug use.

EVALUATION

Principles of good evaluation are applicable to drug use prevention education just as they are to any academic area. The personnel involved in drug use prevention education must remember that the purpose of all evaluation efforts is to help a program succeed. Evaluation demonstrates success or the need for future revision or expansion of prevention efforts. In essence, the process of evaluation involves asking critical questions about student behavior, about the *ESR II* curriculum, and about the overall drug use prevention effort of the school. Once the questions have been identified, evaluation involves gathering data to address each question. The final step involves changing the program based on the information gathered. The term *evaluation* implies that an informed decision about programming can be made.

Evaluating Student Drug Use

To assess the scope of the drug use problem at their schools, teachers, administrators, and parents should determine the answers to the following questions:

Can students:
- describe the consequences of drug use?
- relate the facts about tobacco, alcohol, and other drugs?
- recognize what happens physically, psychologically, and socially to individuals who use drugs?
- explain that tobacco, alcohol, and other drug use is illegal and harmful?
- identify the effects of peer influence?

Are students:
- taking action to resist the use of these substances?
- developing healthy attitudes?
- resolving to stay drug free?

If students have already become involved with these substances, are they seeking help and turning away from them?

Do students:
- demonstrate positive self-esteem?
- engage in self-responsible behavior?
- have networks of nonusing friends?
- demonstrate negative attitudes toward peer drug use?
- demonstrate negative attitudes toward use of tobacco, alcohol, and other drugs?
- abstain from using tobacco, alcohol, and other drugs?

Evaluating *ESR II*

To know the answers to these and other questions, schools must gather data through pretests. Change in student behavior and attitudes can be measured through posttests. Data can also be collected through regular class evaluation.

Evaluation of *ESR II* is critical. Fundamental questions are as follows:

- Is there an overall plan and coordinated effort for instruction in drug use prevention? Is *ESR II* being implemented as proposed?

- Are teachers:
  - using the lessons provided?
  - integrating the lessons into their subject matter as designed?
  - creating their own drug use prevention lessons?
  - knowledgeable enough to implement the lessons as designed?

- Is adequate and practical staff training being conducted?

- Do training sessions:
  - reach the entire staff?
  - present adequate information and skills to enhance a teacher's ability to implement the *ESR II* lessons? Is the information adequate and are the instructors qualified?
  - anticipate problems that might arise in actual classroom use?

Evaluating the Comprehensive Drug Use Prevention Effort

The U.S. Department of Education's Regional Centers for Drug-Free Schools and Communities recommend the indicators listed below for evaluating the impact of schoolwide prevention programs.

To what extent does the student body participate in alternative activities to tobacco, alcohol, and other drug use such as:
- prevention and intervention programs?
- peer leadership programs?
- volunteerism?
- drug-free activities, events, and parties (e.g., Project Graduation)?
- teen clubs?
- peer assistance?

To what extent does the student body exhibit positive changes in education/schooling behaviors such as:
- academic achievement?
- high school graduation rates?
- participation in sports and extracurricular activities at school?
- school attendance?
- willingness to serve as peer tutors?

What changes can be documented in youth-related statistics such as:
- admissions for detoxification?
- alcohol/drug referrals?
- alcohol/drug-related hospital admissions?
- arrests?
- deaths among children and youth?
- DUI/DWI?
- liquor law violations?
- suicides and attempted suicides?
- traffic fatalities?
- use of tobacco, alcohol, and other drugs?

What changes can be documented in school-related statistics such as:
- alcohol/drug related disciplinary referrals?
- dropouts?
- expulsions?
- suspensions?
- tardiness?
- truancy/school absenteeism?
- vandalism?

These evaluation indicators are for the school as a whole. Each component of the drug use prevention program should be evaluated separately. No one component, including the curriculum, can be held solely accountable for the success or failure of a schoolwide drug use prevention effort.

When a school initiates an aggressive drug use prevention program, some changes such as an increase in referrals and admissions may be perceived as negative. Such changes, however, may indicate the program's success. Statistical data must be interpreted carefully in program evaluation.

Modifying *ESR II* for Special Populations

Drug use is a social problem crossing all lines of race, socioeconomic status, sex, education levels, learning levels, academic abilities, and maturation levels. All students who are capable of learning and understanding must be taught the facts and skills necessary to avoid the use of tobacco, alcohol, and other drugs. Teachers should teach and students should master these concepts and related objectives in the same way that they teach and master other more conventional concepts and objectives.

Special populations include students with handicaps, students who are having academic difficulty, students who are bilingual, students who possess limited English proficiency, students from migrant families, and students who are gifted and talented. What these students have in common, despite their differences, is a need for alternative approaches to instruction in the classroom. For one reason or another, regular classroom teaching strategies are generally inadequate for them.

A major goal of any education program is to provide all students with opportunities to advance to the full extent of their abilities. The state-mandated curriculum now ensures a well-balanced single curriculum of instruction for all students regardless of special need or condition. Instruction for students with special needs includes the same essential elements as instruction given to general education students.

Special program personnel and regular instructional personnel are jointly responsible for the cooperative delivery of effective instruction. In school district programs for students identified as having special needs, these educators modify the method of instruction, pacing, and materials as necessary to provide these students the opportunity of learning the essential elements.

SPECIAL EDUCATION

Handicapped students may be at greater risk of pressure to use drugs than other students since they may be vulnerable to exploitation, may have low self-esteem, or may feel a strong need for acceptance. Since special education students do not always understand the risks posed by peer pressure, high-risk environments, and exploitation by pushers, educators must provide careful instruction in sound prevention methods.

Handicapped students may be able to fulfill the same curriculum requirements as their nonhandicapped peers. However, they may require modified content, testing methods, instructional methods, materials, pacing, and other attention regarding tobacco, alcohol, and other drug prevention education.

Teaching drug use prevention to mainstreamed special education students can be particularly challenging. These students may have significant gaps in drug prevention knowledge if they have not had classes such as health, physical education, and science in which essential elements of an integrated prevention curriculum are taught. Class schedules of special education students should be monitored to assure that these students are receiving adequate prevention education. This issue should also be addressed in each student's Individual Education Plan (IEP).

Educators should be sensitive to the needs of handicapped students who rely on medicines and life support mechanisms. These students must not be made to feel that something is wrong with them because of their dependence on the medications or machines. Likewise, they must not be led to feel that their condition may be a product of, or affected by, their parents' use of harmful drugs.

Teachers should modify methods of presenting *ESR II* materials when necessary. Rather than teaching activities that require reading skills, the teacher can select activities that make use of posters, charts, drawings, and flannelboard designs. Instruction can be delivered to hearing impaired students through sign language and to the severely visually handicapped through Braille. If students have handicaps that impair judgment, a direct instructional approach may be best.

Complex lessons with special vocabulary and complicated language patterns or difficult illustrations should be avoided. Other possible modifications include the following:

- supply supportive instruction and reinforcement while using the same materials as for nonhandicapped students
- provide special instructional materials or media to reinforce concepts presented in nonhandicapped classes
- furnish adaptive methods to assess a student's knowledge of the subject area or essential elements in the standard courses
- summarize key points before starting an assignment
- match the content and delivery with the developmental level of the learner
- give instructions through several channels such as written and oral demonstration
- repeat instructions; provide more detailed directions
- change the pace of presentation
- ask leading questions as work progresses
- use progress charts and informal individual feedback interviews
- assign oral presentations, reports, and projects
- allow more time for assignments
- establish a buddy system within the classroom to provide assistance
- use peer tutors to assist handicapped students
- use group assignments
- use tape-recorded material so that students can listen and follow along in the written text; record instructions and assignments

COMPENSATORY EDUCATION

Compensatory instruction is targeted for students who are having academic difficulty in English language arts, mathematics, science, and/or social studies. Other students who may require remedial or compensatory instruction include migrant students, students whose primary language is not English, and prekindergarten or kindergarten children who have been identified as having developmental needs.

Compensatory instruction should extend and reinforce the regular program of instruction. Drug use prevention instruction for students in this category should be:
- based on each student's functional instructional level
- modified as necessary to accommodate methodologies, pacing, and materials
- designed to include the essential elements

Some students in this category may need assistance with a single concept or skill, while others may be functioning significantly below the age or grade level of their peers and therefore require more attention. Modifications of learning styles and materials should be initiated as needed. Teachers of students with special needs should:
- identify specific skill needs to ensure that instruction is directed toward specific skill and concept deficits
- identify specific learning modalities and styles
- identify alternate instructional strategies
- compare appropriateness of the material and activities with the student's reading and maturity level

All instruction and activities should repeatedly emphasize that alcohol and drug use is illegal and harmful. Instruction should help students understand the consequences of drug use, learn the facts about drug use, and take action to avoid tobacco, alcohol, and other drug use.

Special remedial and compensatory alternatives are available such as tutorials, special teachers to provide additional time on task, reading improvement courses, locally developed study skills courses, coaching, summer school, and counseling. The regular teacher and any other teacher who provides remedial or compensatory instruction in addition to regular classroom instruction should plan and coordinate instructional activities using a team approach. Instructional personnel should have training in teaching tobacco, alcohol, and other drug use prevention. Teachers should ensure that no gaps occur in students' instruction in drug use prevention.

Regular instructional personnel and special personnel involved in the compensatory education program should work together to apply the same principles in the drug use prevention instruction as in other teaching. To be effective, the educators will:
- determine each student's instructional level and identify specific skill needs
- jointly design and implement lesson plans

- adapt or modify instruction based on continuous assessment of student progress
- use small-group instruction for students with the same skill needs
- limit independent activities to shorter periods of time
- ensure close monitoring of practice activities to prevent repetition of misunderstandings
- use concrete activities to teach skills and concepts
- use cross-age tutors, adult tutors, and peer tutors for one-on-one reinforcement
- arrange for adult coaches who can serve as mentors

BILINGUAL EDUCATION

To ensure that the goals of *ESR II* are met for limited English proficient (LEP) students, administrators and teachers must design a program equivalent to that provided for native speakers. LEP students must have the opportunity to learn and use materials that develop expanded meanings of language, build vocabulary, and teach word recognition and comprehension techniques. In addition, LEP students must be informed about school policies on alcohol and drug use and taught that the use of these substances is illegal and harmful. To prevent feelings of isolation and low self-esteem that may result from a lack of proficiency in English, they also should be given frequent opportunities to participate in drug use prevention activities provided at the school and in the community. Positive attitudes in these activities can lead the students to experience success and consequently improve their self-esteem.

Bilingual- or English as a Second Language (ESL)-certified instructors can team with personnel on emergency teaching permits to develop supplementary programs for LEP students. Parent volunteers and paraprofessionals can work with regular instructional personnel cooperatively to deliver the needed programs.

While modification of the instructional program involves changing the language in which the content is conveyed, the scope of the curriculum should remain the same. In an ESL program, the sequence in which the essential elements are presented can be modified to accommodate students' progress in acquiring English language skills. Emphasis on oral and visual stimuli aids students in grasping the concepts that English-speaking students develop by writing.

More specifically, the teacher can help students build card files and glossaries on needed drug education vocabulary, present the same information through a variety of different charts and visuals, encourage students to underline key words or important facts in their written assignments, and encourage categorizing of drug education words and information into meaningful groups. Teachers can also pair students for team learning.

In an ESL program, pacing modifications should be based on vocabulary concept development while in a bilingual program, dual language instruction enables teachers to use a process approach to the content area. In addition, teachers can explain special vocabulary terms in the students' native language; write instructions using short, simple sentences; limit the number of problems that must be worked; record activities for independent listening assignments; de-emphasize speed; and emphasize accuracy of work. Teachers can also ask open-ended questions to allow students practice in thinking and speaking. Homework assignments should include tasks that require a short reading time. Teachers should recognize that the students' parents may not speak English and that families may have few materials at home to support learning activities.

Materials, whether state-adopted textbooks in Spanish, teacher-made lessons, or district-developed aids to instruction, should be modified to meet the students' academic needs. The teacher can provide pictures to illustrate new words, offer a variety of reference materials at the students' instructional levels for independent work, use a variety of activities from lower grade levels such as games to be played by pairs of students or small groups, and maintain a library of supplementary books and workbooks written in simple English that offer additional illustrations for problems. Teachers can also use diagrams and drawings as aids to identifying concepts and seeing relationships; they can support reading by providing films, records, filmstrips, and other materials that may be used independently or in small groups.

MIGRANT STUDENTS

Effectively teaching drug use prevention to migrant students is a challenge to many districts and individual schools. Thorough, careful analysis and diagnosis are needed to determine the exact nature of these students' needs. Districts must determine whether migrant needs are due to lack of experience, lack of time on task, or need for remediation. An accurate assessment is essential in order to adapt the content of the curriculum, methods of instruction, and the direction of the drug use prevention program to meet migrant students' needs.

Migrant students are often limited in English proficiency, require compensatory and remedial assistance, or need enrichment activities to be challenged adequately. Teachers also should be aware of other unique needs of migrant students. These students sometimes attend school part-time, from six to seven months, or they may attend school for the full year. In either situation, gaps in their education are usually apparent. An assessment of their knowledge and understanding of tobacco, alcohol, and other drug use prevention skills is essential before beginning the drug use prevention program.

Teachers can extract vital educational information concerning individual migrant students from the Migrant Student Record Transfer System (MSRTS). The MSRTS reports credits earned in courses and partial work completed. If migrant counselors are available, they can assist teachers in planning instructional programs for migrant students. Continuity of instruction and provision of intensive remediation are two important ways in which teachers can provide an opportunity for migrant students to learn the essential elements. School districts can share information by using a checklist indicating which essential elements have been taught, which need to be reinforced, and which require further instruction.

Care must be taken by teachers and administrators to provide adequate information regarding the school's substance abuse policies to migrant students and their parents even if they arrive at the school after a semester has begun.

The following list suggests ways that teachers can modify *ESR II* for migrant students:

- Assess the students' instructional levels through informal testing.
- Select and highlight the most important activities that help explain and give vocabulary to the essential elements.
- Prepare brief outlines of units to be studied and highlight important topics related to tobacco, alcohol, and other drug use prevention.
- For elementary students, build independent units that can be rearranged as needed to cover areas that the students have not been taught.
- Establish a buddy system for recording and reporting data and for completing assignments.
- Provide migrant students with oral tests and/or tape-recorded lessons when appropriate.
- Use a group language experience approach for oral language development.
- Allow the students to bring their own culture into the classroom by incorporating it into the content of the course.
- Capitalize on students' experiences of travel, work, and different family structure.
- Provide mentors for gifted migrant students who show ability and interest in a certain field, especially in tobacco, alcohol, or other drug use prevention.
- Assign homework and course projects that are relevant to the migrant student.
- Allow opportunities for independent work that can be completed through prepared independent units of study.
- Use tutors to supplement instruction; keep student/teacher, aide, or peer ratio low.
- Establish extra classes in the evening, on weekends, and during the summer.
- Provide computer-assisted instruction for remedial and enrichment purposes.
- Assess facets of the students' migrant experience that can help them rapidly grasp and master certain essential elements.

- Modify textbook and other reading passages to an appropriate reading level.
- Make use of high-interest, low-reading level materials.

Educators may also use suggestions from the Compensatory Education, Bilingual Education, and Gifted and Talented Education sections of this curriculum guide to plan an effective instructional program for migrant students.

GIFTED/TALENTED STUDENTS

An understanding of the needs and characteristics of gifted/talented students is the first step in adapting the *ESR II* curriculum guide for these students. Programs for gifted students modify or differentiate the curriculum used in the standard classroom, regardless of content area. This does not imply that the curriculum is different, but rather that it accelerates, expands, or enriches the regular curriculum to suit the needs of the gifted learner. This is in keeping with Title 19, Chapter 75 of the Texas Administrative Code, which suggests that districts use these techniques when modifying the curriculum for gifted students.

Differentiation of the curriculum takes place in three areas. A differentiated curriculum contains in-depth content studies, which are joined with sophisticated process skill development, to result in sophisticated product development.

Any drug use prevention education program for gifted students must be based on the drug education curriculum for all students, because all students face the same risk when it comes to drug use. Gifted/talented students are sometimes treated as if their intellectual and creative abilities negate the need for basic prevention education and normal monitoring. This is not true. Because many gifted/talented students are served in pull-out programs or in special resource rooms, administrators and teachers must plan carefully to ensure that gaps in mastery of basic skills do not occur.

Differentiation of the drug use prevention curriculum can be effective in every subject or course area and at all grade levels. Gifted students should first be involved at the knowledge level. Facts regarding the negative effects of tobacco, alcohol, and other drugs and skills to avoid their use can be taught through direct instruction and through films, books, pamphlets, periodicals, and resource individuals. At the appropriate time, administrators and teachers can accelerate, expand, and enrich the program by including activities that encourage students to:

- apply critical thinking and analysis skills to writing questions related to tobacco, alcohol, and other drug prevention for a unit of study using Bloom's taxonomy
- sharpen creative thinking and communication skills by creating plays, poems, ads, slogans, posters, stories, and books for prevention strategies and activities

- apply knowledge regarding the prevention of tobacco, alcohol, and other drug use by preparing brainteasers and puzzles to be used in a puzzle book for other students
- plan and present an assembly about drug use prevention using songs, skits, poems, and choral readings they have developed
- increase research skills by having students choose a topic related to drug use, state a thesis, conduct research, and then present findings in the form of a creative display or product
- develop leadership skills by planning and conducting an antidrug campaign in the school or by organizing a drug use prevention club
- develop an independent study project focusing on a topic related to tobacco, alcohol, or other drug use prevention

Other modified or differentiated activities for gifted students can include:
- designing and setting up a learning center related to drug use prevention
- planning, scheduling, and providing follow-up activities for an in-class presentation by a local legislator, law enforcement officer, or an expert in drug use prevention
- writing a new legislative bill related to drug use prevention
- publishing a school newsletter for tobacco, alcohol, and other drug use prevention
- planning for and conducting a school survey about drug use prevention and presenting the findings to the school
- conducting research on the impact of drug use on the penal system

Gifted students can be encouraged to practice commitment to and responsibility for community involvement by:
- serving on a community task force for drug use prevention
- giving presentations on drug use prevention to churches, service organizations, parent groups, and meetings of business groups

MULTICULTURAL SENSITIVITY

Multicultural education helps prepare young people to be productive and sensitive citizens of a multicultural nation. Without a doubt, Texans live in a multicultural society. From school to work to play, Texans constantly deal with multicultural attitudes, beliefs, and interests. Therefore, all educators in the state, and particularly those in drug education, need to be sensitive to the precepts of multicultural education.

Through formal and informal multicultural approaches, drug educators can develop and promote the kind of multicultural sensitivity that needs to become an integral part of every teacher's skills and repertoire. State Board of Education rules provide a basis for such approaches. Title 19, Part II of the Texas Administrative Code of Statutory Citations, Chapter 97, Subchapter B, Principal V (97-25), Standard 3 states, "The district's curriculum is adapted appropriately to meet the needs of all students, including those in special education and special populations."

In addition to rules that point toward multicultural education and sensitivity, an important humane consideration is obvious. We can better reach students when we teach the whole child. To teach the whole child, we need to understand, accept, and incorporate cultural differences into the classroom setting. For example, we need to understand that when Asian immigrant students are addressed by the teacher, they lower their eyes out of respect, not disrespect. Hispanics often prefer group work and consensus to individual performance. Black children from the traditional rural South often prefer oral tradition and group decision making as opposed to other styles of learning. Insight about these and numerous other cultural differences can help a teacher accept the challenge and responsibility to be a caring, professional educator.

Students of many cultures scattered throughout Texas in large urban school districts and smaller rural schools will respond well to teaching techniques that give consideration to the differences of students' backgrounds and experiences. This approach is especially appropriate in drug education, since teaching responsibility works best when the student's background and experiences are recognized and utilized.

Inservice and training are useful in increasing teacher awareness and sensitivity, but simply being cognizant of one's classroom and school environment can do a great deal to promote understanding of multicultural issues.

The following are a few specific strategies and suggestions that encourage multicultural sensitivity:*

- Realize that students are influenced greatly by personal relationships and praise or disapproval.
- Teach to oral language strengths in both speaking and listening.
- Utilize many students' desire to work cooperatively.
- Provide whole group and tutorial instruction.
- Be a willing learner, a student of their culture.
- Show that you respect students and their culture.
- Form individual relationships with students. Learn to spell and pronounce their names correctly.
- Realize that once you have been accepted, you will become an active role model.
- Do everything possible to enhance self-concept.
- Expect your students to succeed; believe they are capable of achievement.
- Do not think of multicultural education as remedial or compensatory.
- Do not make learning competitive.
- Evaluate holistically in terms of individual growth.

* These and other strategies are listed in "Toward a Rationale for a Supervisory Model of Instruction in Multi-Cultural Student Populations or Sweathogs Won't Bite" by Catherine A. Baker. (ERIC Document No. 246005)

Risk Factors for Adolescent Drug Use

RESEARCH FINDINGS

Risk factors for adolescent drug use have been compiled by Drs. J. David Hawkins and Richard F. Catalano who identified the factors after extensive review of research findings related to adolescent drug use. The excerpt on pages 39-44 is from their work with the University of Washington Social Development Research Group, School of Social Work, and is reprinted with permission.

Just as medical researchers have found risk factors for heart attacks such as a diet high in fats, lack of exercise, and smoking, our research has defined a set of risk factors for teenage drug abuse. These risk factors should be interpreted like risk factors for any other disease. We know that the more risk factors for heart disease present, the greater the likelihood a person will suffer a heart attack. This is true with risk factors for adolescent drug abuse as well. The more risk factors present, the greater the chances that a young person will develop a drug problem.

The broad cultural, economic, and social context in which children develop affects their risk for drug use.

What are the risk factors for teenage drug abuse?

1. **Economic and Social Deprivation**

   Children from families who experience social isolation, extreme poverty, and poor living conditions are at elevated risk of chronic drug abuse.

2. **Low Neighborhood Attachment and Community Disorganization**

   Neighborhoods with a high population density, high rates of crime, and lack of natural surveillance of public places have high rates of juvenile delinquency as well. Research has also found that attachment to neighborhood is a factor in inhibiting crime.

   Studies have shown that neighborhood disorganization is a factor in the breakdown of the ability of traditional social units, such as families, to provide pro-social values to youth. When this occurs there is an increase in delinquency and recidivism in these communities.

   It is likely disorganized communities have less ability to limit drug use among adolescents as well.

3. **Transitions and Mobility**

   Transitions, such as those between elementary and middle or junior high school, and residential moves, are associated with increased rates of antisocial adolescent behavior, including rates of drug initiation and frequency of use.

4. Community Laws and Norms Favorable Toward Drug Use

Communities with laws favorable to drug use, such as low drinking ages and low taxes on alcohol, have higher rates of alcohol-related traffic fatalities and deaths due to cirrhosis of the liver. The availability of alcohol and illegal drugs is associated with use. Research has shown that greater drug availability in schools increases the use of drugs beyond other risk characteristics of individuals. Community attitudes favorable toward teenage drug use increase the risk of drug abuse. Individual and social factors in the immediate environment also influence risk for drug abuse.

5. Family History of Alcoholism

When children are born to or raised by an alcoholic parent, their risk of abusing drugs is increased. For boys, this increased risk is a result of both genetic and environmental factors. Sons of alcoholic fathers are up to four times more likely to abuse alcohol than boys without an alcoholic father, even if not raised by that father. For both boys and girls, alcoholic parents provide a powerful role model for drinking that influences children's behavior.

6. Family Management Problems

Poor family management practices increase the risk that children will abuse drugs. Research has shown that in families where expectations are unclear or inconsistent, where there is poor monitoring of children's whereabouts and behavior, where children are seldom praised for doing well, and where punishment is inconsistent or excessive, there is greater risk that children will develop drug abuse problems.

Children who grow up in homes where rules are not clearly stated and enforced have difficulty knowing what is expected of them. If they are not consistently recognized for their positive efforts and for doing well, then children fail to learn that their good behavior makes a difference. Similarly, if they are not consistently and appropriately disciplined for breaking family rules, then they don't experience the security of knowing right from wrong and are less likely to develop their own good judgment.

Bonding to families and attachment to parents have been shown to be negatively related to drug use. In order to make good decisions about their behavior, children need clear guidelines for acceptable and unacceptable behavior from their family. They need to be taught basic skills, and they need to be provided with consistent support and recognition for acceptable behaviors as well as consistent but appropriate punishment for unacceptable behaviors. They also need to know that their parents care enough to monitor their behavior so that rewards and consequences are applied fairly.

7. Early Antisocial Behavior

A relationship has been found between male aggressiveness in kindergarten through second grade and delinquency and teenage drug abuse. The risk is especially significant when this aggressiveness is coupled with shyness and withdrawal. About 40% of boys with serious aggressive behavior problems in early elementary grades will develop delinquency and drug problems as teenagers.

8. Parental Drug Use and Positive Attitudes Toward Use

If family members use illegal drugs around children, if there is heavy recreational drinking in the home, or if adults in the family involve their children in their drinking or other drug use, such as asking a child to get a beer or light a cigarette, the children have an increased risk of developing problems with alcohol and other drugs.

Parents' attitudes about teenagers' use of alcohol seem to influence their children's use of other drugs as well. A survey of ninth grade children in King County [Washington] showed that those children whose parents approved of teenage drinking under parental supervision were more likely to have used marijuana and to be using marijuana in ninth grade, than were children of parents who disapproved of supervised teenage drinking at home. Parental approval of children's moderate drinking, even under parental supervision, appeared to increase the risk of children's use of marijuana.

9. Academic Failure

Children who do poorly in school beginning in approximately the fourth grade have an increased risk of abusing drugs. Children who fail in school for whatever reason—boredom, lack of ability, a mismatch with a poorly skilled teacher—are more likely to experiment early with drugs and to become regular users of drugs in adolescence.

10. Little Commitment to School

Children who are not bonded to school for whatever reason are more likely to engage in drug use. The annual surveys of high school seniors by Johnston, Bachman and O'Malley show that the use of strong drugs like cocaine, stimulants, and hallucinogens remains significantly lower among high school students who expect to go to college. Drug users are more likely to be absent from school, to cut classes, and to perform poorly than nonusers. Factors such as how much students like school, time spent on homework, and perception of the relevance of coursework are also related to levels of drug use.

11. Alienation, Rebelliousness, Lack of Social Bonding

In middle or junior high school, those students who rebel against authority, particularly their parents and school officials, and who do not attend church tend to be at higher risk for drug abuse than those who are bonded to the primary social groups of family, school, church, and community.

12. Antisocial Behavior in Early Adolescence

This risk factor includes a wide variety of antisocial behaviors including school misbehavior and a low sense of social responsibility. Fighting, skipping school, and general aggressiveness have been shown to be related to drug abuse.

13. Friends Who Use Drugs

Association with drug-using friends during adolescence is among the strongest predictors of adolescent drug use. The evidence is clear that initiation into drug use happens most frequently through the influence of close friends rather than from drug offers from strangers. This means that even children who grow up without other risk factors but who associate with children who use drugs are at an increased risk for drug use and developing problems with drugs. This risk factor underscores the power of peer influence on teenagers.

14. Favorable Attitudes Toward Drug Use

Children in late elementary school often have very strong negative feelings against drugs. Yet by the time these children enter junior high school, they may begin associating with peers who use drugs, and their attitude can quickly change. This shift in attitude often comes just before children begin to experiment with alcohol or other drugs.

Research has shown that initiation into the use of substances is preceded by values to substance use.

15. Early First Use

Early onset of drug use predicts subsequent misuse of drugs. The earlier the onset of any drug use, the greater involvement in other drug use, the greater the frequency of use and the probability of involvement in deviant activities such as crime and selling drugs. Children who begin to use drugs before age 15 are twice as likely to develop problems with drugs than are children who wait until they are older. Waiting until age 19 to try alcohol or other drugs dramatically decreases the risk of drug problems.

A Strategy for Prevention

Knowing these risk factors can help us to prevent drug abuse before it occurs. By addressing factors associated with higher risk and increasing factors associated with lower risk, we can decrease the chances that our children will develop problems with drugs.

The risk factors for drug abuse are addressed in the Social Development Model. This model provides a strategy for drug abuse prevention. Research on risk factors has demonstrated that when children are bonded to parents, school, nondrug-using peers, and their community, they are less likely to do things that threaten this bond, such as use drugs. The Social Development Model provides communities with a strategy to help youths develop strong bonds to their parents, schools, nondrug-using friends and communities.

According to the model, three conditions are necessary for this bonding to occur: opportunities, skills, and rewards or recognition. Community prevention strategies should include opportunities for youths of all ages to contribute. It is important that these opportunities are developmentally appropriate and help youths feel they are making significant contributions. Youths must be taught skills to successfully participate in the opportunities provided. Finally, youths must be rewarded or recognized for appropriate behavior and constructively corrected to get back on track when their behavior is unacceptable.

When these conditions are met, youths are more likely to develop strong bonds to their families, schools, positive friends, and communities.

Another important risk factor addressed in the model is favorable community attitudes toward drug use. This factor recognizes the widespread acceptance of alcohol and other drug use in our society.

When communities communicate that alcohol or other drug use by teens is acceptable, or fail to inhibit a pro-drug attitude among youth, the youths of that community are at a higher risk of developing problems with drug use.

With knowledge of the risk factors for teenage drug use and a strategy for addressing them, communities can plan and implement effective prevention programs. Each community should assess how it is addressing the risk factors for drug abuse.

Further, each community should seek to identify ways in which to increase opportunities for involvement by youth, skills for successful involvement, and a process for recognition of positive behaviors by community youths as well as a plan for ensuring that the community's schools, families, law enforcement officials, and other important social institutions communicate clear positions against the use of alcohol and other drugs by children and teenagers of the community.

HIGH-RISK CHARACTERISTICS

An examination of the criteria for identifying at-risk students reveals significant similarities between those at risk of dropping out of school and those at risk for drug use.

The Drop Out Reduction Act established by HB 1010	The Drug-Free Schools and Communities Act of 1986, PL 101-226, as amended in November 1989
Legislative Authority: The 71st Texas Legislature	Legislative Authority: The U.S. Congress
The criteria for identifying students at risk for dropping out of high school include: • has failed to be promoted • is two or more years below grade level • has failed at least two courses • has failed the statewide assessment • has experienced negative environmental factors, familial factors, economic factors, social factors, developmental factors, and/or psychosocial factors • has been adjudged delinquent • **uses drugs or alcohol** • demonstrates limited English proficiency • receives compensatory or remedial instruction • has been sexually, physically, or psychologically abused • has become pregnant • is a slow learner • enrolls late in the school year • stops attending school before the end of the school year • is an underachiever • appears unmotivated • exhibits other characteristics that indicate the student is at risk of dropping out	The criteria for identifying students at risk for drug use include: • **is a school dropout** • has experienced repeated failure in school • has become pregnant • is economically disadvantaged • is the child of a drug or alcohol abuser • is a victim of physical, sexual, or psychological abuse • has committed a violent or delinquent act • has experienced mental health problems • has attempted suicide • has experienced long-term physical pain due to injury • is a juvenile in a detention facility within the state

Suggestions for Discussion Groups and Speakers

Two methods that are frequently used in teaching drug use prevention are group discussions and guest speakers. To ensure the success of either of these, some preparation should be made prior to implementation.

DISCUSSION GROUPS

Successful group discussions, at the very least, are somewhat structured according to rules that can be reduced to simple courtesy. Through the group discussion process, students learn social skills and develop appreciation for differing viewpoints. Some guidelines to ensure productive group discussions are as follows:

- Listen to each other.
- Participate.
- Do not interrupt.
- Build on what other people say.
- Be relevant (stick to the point).
- Avoid "putting down" what others say.
- Give every group member an opportunity to speak.

SPEAKERS

The same thought and preparation that promote successful group discussions should be given to extending an invitation to a guest speaker. A few precautions taken beforehand can ensure a positive and pleasant experience for everyone involved.

Before inviting a speaker, the teacher should fully understand the school's and the district's philosophy and policies governing drug use prevention. Subsequently, the teacher should apprise the speaker of these when briefing him or her prior to the school visit. The briefing should include an explanation of the district's "no use" stance as well as providing objectives for the visit, characteristics of the students, and information on the way the topic has been treated thus far in the course of study. Such information given prior to the visit helps to eliminate the possibility of misunderstanding and clears the way for students to have an opportunity to receive reliable first-hand information about the subject under study.

Sample Lessons for the Prevention of Drug Use: A Note to the Teacher

The sample lessons on pages 53-283 are intended to demonstrate various ways in which prekindergarten-Grade 3 teachers can address the pervasive problem of drug use in six subject areas: fine arts, health, language arts, mathematics, science, social studies. The lessons are examples of the kinds of creative and imaginative planning that are trademarks of successful classroom teachers.

In the early grades, the emphasis of drug use prevention education is on good health care practices, safety, personal responsibility, and awareness of others. The curriculum guide at these grade levels deals with maintaining health, developing positive self-worth that enables us to interact with others, and recognizing our roles as family members. Through these objectives, teachers can provide opportunities for students to develop resilience.

As defined by Frederic Flach, MD, *resilience* is the psychological and biological strength required to master change successfully. And the ability to master change in the rapidly changing high-tech society in which we live is critical to our health and well-being. Adults—parents, teachers, and others—have the opportunity to encourage children to learn to bounce back from stressful events in their lives through instruction and example. Such encouragement can and should begin with early childhood and continue throughout the school years. Such opportunities are not limited to particular courses in the curriculum.

Education
for
Self-Responsibility II:

PREVENTION OF DRUG USE

Sample Lessons

GRADE PK

WE'RE PUSHING FOR
A DRUG-FREE STATE

LESSON OBJECTIVES

III.A-3. Identify personal beliefs, values, and feelings.
III.A-2. Realize personal uniqueness.

ASSESSMENT CRITERION

Explain factors that make an individual unique.

ACTIVITIES & STRATEGIES

Play an easy listening record for students. Help students express their reactions to the music by asking:

- How did the music make you feel?
- When is it good to listen to quiet music?
- Did it make you feel sad or happy?
- Did the music remind you of any colors? If so, which, colors?
- Are there times when you do not like listening to music?
- If so, at what times?
- Do you like listening to music with friends? If so, when?

Stress that music can make different people feel differently because every person thinks and feels a special way.

Have the children sit in a circle. Ask them if everyone looks exactly alike. Point out that while we are all human beings with two eyes, two ears, and so on, each person is nevertheless different and special.

Have the children sing the song, "I Am Special," by Thomas Moore.

Divide the class into pairs and have each student identify three differences and three similarities between himself or herself and the other student. After a short period of time, allow each pair to report what they have discovered.

Optional activity: Have each child make a booklet about himself or herself with drawings showing personal characteristics and preferences.

RESOURCES & MATERIALS

"Quiet Time" record, Melody House Records, Sharon & Lucky

Record: "I Am Special" by Thomas Moore

Manila paper, crayons, stapler

ESSENTIAL ELEMENTS

- *Fine arts. Music. The student shall be provided opportunities to hear music for quiet listening.*
- *Social/emotional development. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to develop healthy self-concept reflected by recognizing own uniqueness.*

Fine Arts **Prekindergarten**

PK

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-2. Demonstrate assertiveness and refusal skills.

ASSESSMENT CRITERION

Describe effective ways to reject offers of tobacco, alcohol, and other drugs, using assertiveness and refusal skills.

ACTIVITIES & STRATEGIES

Review items that are not good for us such as tobacco, beer, wine, other alcoholic drinks, and harmful drugs. Have students participate in singing games about drug awareness.

Sing to the tune and actions of "London Bridge Is Falling Down":

I'll be smart and never start, never start, never start;
I'll be smart and never start; To smoke or use drugs.
I know they are bad for me, bad for me, bad for me;
I know they are bad for me; That's why I won't do it.

To the tune of "Frere Jacque" ("Are You Sleeping, Brother John"):

I don't do drugs, I don't take drugs,
It's not cool, It's not cool.
I would rather run, I would rather play,
I'm no fool, I'm no fool.

To the tune and actions of "Farmer in the Dell":

Policemen are our friends; Policemen are our friends
Hi-ho what do you know; Policemen are our friends;
Doctors are our friends; Doctors are our friends;
Hi-ho what do you know; Doctors are our friends.
Continue with: nurses, teachers, firemen. Allow children to name others.

To the tune of "This is the way we (activity)...so early in the morning":
You should not take medicine, medicine, medicine.
You should not take medicine unless you need it.

Let students, as a group, make up drug awareness lyrics to a familiar tune. Teacher writes lyrics on chalkboard.

RESOURCES & MATERIALS

ESSENTIAL ELEMENTS

- *Fine arts. Singing concepts and skills. The student shall be provided opportunities to sing songs.*
- *Fine arts. Responses to music through moving and playing. The student shall be provided opportunities to move and dance.*

Fine Arts **Prekindergarten**

PK

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.B-2. Demonstrate assertiveness and refusal skills.
III.B-5. Identify ways to cope with peer and social pressures to use drugs.

ASSESSMENT CRITERION

Describe effective ways to reject offers of tobacco, alcohol, and other drugs, using assertiveness and refusal skills.

ACTIVITIES & STRATEGIES

Read aloud *Friends* by F. Heine. Talk about friendship. Emphasize the fact that friends are people who really care about you.

Make a list on butcher paper of children's responses to the question, "What Can You Do With a Friend?"

Ask the students, "Would a real friend give you something that could hurt your body?"

Conclude by asking, "What would you say if someone who was supposed to be your friend offered you something bad for you such as a cigarette or some beer?"

Allow each child an opportunity to respond. If a child does not have a response, encourage him or her to just say, "No!" Have all the students practice saying "No!" Call attention to the tone of voice used when saying "No!"

Lay butcher paper on the floor and let children draw pictures to illustrate the discussion.

Sing the song, "Friends."

RESOURCES & MATERIALS

Friends by F. Heine or some other book about friends

Be certain that students understand that tobacco, alcohol, and other drugs are harmful to their bodies and minds.

Butcher paper, crayons

Song "Friends," from book by F. Heine

ESSENTIAL ELEMENTS

- *Fine arts. Art. Inventive and imaginative expression through art materials and tools. The students shall be provided opportunities to express individual thoughts and feelings through picture making, puppetry, modeling, constructing, and printmaking.*
- *Social/emotional development. Concepts and skills that foster individual personal health and safety. The student will be provided opportunities to recognize the dangers of poisonous substances, including drugs.*
- *Communication development. Listening (receptive language). The student shall be provided opportunities to recognize voice tone as a way to express feeling.*

TEACHER RESOURCE

SONG:

FRIENDS

Friends, friends, friends,
I have some friends I love.
I love my friends and they love me
I help my friends and they help me.
Friends, friends, friends
I have some friends I love.

By F. Heine

LESSON OBJECTIVE

III.B-2. Demonstrate assertiveness and refusal skills.

ASSESSMENT CRITERION

Describe effective ways to reject an offer of tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Cut a stencil such as "Be Smart, Don't Start," "Just Say No," or Mr. Yuk relating to drug awareness.

If possible, have children bring old T-shirts from home. Let them use fabric crayons or acrylic paint and sponges to make a design on the shirts. If you think some children may be unable to bring a shirt, give each student a shirt cut from butcher paper. Then do the same activity with paper shirts.

Optional activity:
Have children make a "Stay Safe" quilt. Give each child a 12" x 12" inch muslin square and have students draw a picture relating to stay safe concepts with crayons or markers on each square. Sew the squares together. Display in the library, if possible.

Optional activity:
Help children make puppets and write a script for a brief puppet show. Children may work in pairs or in small groups randomly selected.

RESOURCES & MATERIALS

Old T-shirts (if possible), fabric crayons, crayons, construction paper, stapler, green paint, pictures, art supplies, stencil (cardboard), sponges, muslin squares

---

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual thoughts and feelings through picture making, puppetry, constructing, and printmaking.

LESSON OBJECTIVE

III.B-1. Communicate thoughts, feelings, and opinions appropriately.

ASSESSMENT CRITERION

Identify healthy, socially acceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

ACTIVITIES & STRATEGIES

On index cards or small pieces of construction paper (one for each student in your class), draw faces expressing different feelings such as sad, happy, angry, scared.

Set up chairs in a circle (as you would for musical chairs). Tape a feeling card on the back of each chair. Play music and have the students march around the chairs. When the music stops, have children sit in the chairs closest to them. Ask for volunteers to tell about a time when they felt the feeling shown on the card on the chair.

Conclude the lesson by asking students to suggest things to do when a person feels sad, angry, or scared. Make a list of ways to handle such feelings on the chalkboard.

RESOURCES & MATERIALS

Index cards or construction paper, chairs, music

ESSENTIAL ELEMENTS

- *Fine arts. Music. Responses to music through music and playing. The student shall be provided opportunities to move and dance.*
- *Communication development. Speaking. The student shall be provided opportunities to use a variety of words to express feelings and ideas.*

Fine Arts **Prekindergarten**

PK

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-1. Describe the therapeutic use of medicine, which is defined as the use of medicine to treat a disease or disorder.

ASSESSMENT CRITERION

Describe how drugs are used medicinally and in a therapeutic manner to cure or improve physical health.

ACTIVITIES & STRATEGIES

Have students draw large pictures of a safe, appropriate place to store medicine such as:

- medicine cabinet
- refrigerator
- locked cabinet
- highest shelf in a cupboard

Then have students cut out pictures of medicine from old magazines to glue on their pictures.

Ask the class as a group to name some common aches, pains, or illnesses experienced in most families. Then match an over-the-counter (OTC) medicine or prescription medicine commonly used to cure each. Next, show the students an assortment of empty medicine containers, and let them choose one to touch and describe. Then make the point that if we can't see or if we can't read the label, we cannot choose wisely. Therefore, we should always ask a parent or adult caretaker to help us, and we should never take an unknown medicine that we find in the home.

Have students draw a mural of "Good Medicine Taking Rules" to display in the school nurse's clinic or elsewhere in school.

RESOURCES & MATERIALS

Magazines, large sheet of paper, crayons, scissors

ESSENTIAL ELEMENT

Fine arts. Art. Awareness and sensitivity to natural and human-made environments. The student shall be provided opportunities to discover line, color, shape, and texture by seeing and feeling objects.

LESSON OBJECTIVE

III.D-4. Formulate effective strategies for helping others who experience problems.

ASSESSMENT CRITERION

Identify examples of problems that a friend or family member might experience.

ACTIVITIES & STRATEGIES

Talk about what is meant by chores (what each person in the family does to help make the household run smoothly).

Discuss the importance of people taking responsibility for their chores and what happens if they don't do their jobs.

Ask the students to discuss the chores that they and other family members are responsible for at home. Ask: Who is responsible for taking out the trash? Feeding the pet? Cooking? Cleaning? Paying the bills? Checking the mail? Washing the clothes?

Follow with some "what if" questions such as: What happens if people are ill or injured and cannot do their assigned chores for a time? Or if they need a helping hand to perform tasks?

Give each student a classroom chore to perform for the day. To assign each student's chore, place task cards containing pictures of the chores to be performed face down on a table in front of the room. Have each student pick up a card from the table and perform that particular duty or job. Cards could show someone feeding the classroom pet, picking up trash in the classroom, and helping to keep the chalkboards erased.

Ask students: If the student who draws the task of erasing chalkboards is allergic to chalk dust, what could someone do to help that student? How would this help the entire class? The helper?

RESOURCES & MATERIALS

Task cards

Pictures of family activities/responsibilities

ESSENTIAL ELEMENT

Social/emotional development. Health-related concepts and skills that involve interactions between individuals. The student shall be provided opportunities to develop concept of family by recognizing that each person is part of a family and by doing simple home chores.

LESSON OBJECTIVE

III.B-1. Communicate thoughts, feelings, and opinions appropriately.

ASSESSMENT CRITERION

Identify healthy, socially acceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

ACTIVITIES & STRATEGIES

Explain that we all can feel many different kinds of feelings. Ask students if they've ever felt:
- sad
- happy
- excited
- scared
- angry

Allow students to tell about times when they have felt these feelings.

Distribute the worksheet "Feelings" to students and instruct them to draw faces in the circles to portray various feelings (angry, sad, happy, scared). Have students cut out each circle.
Or:
Distribute two "Happy/Sad Doll" worksheets to each child and have each color one happy doll and one sad doll. Have students cut the dolls out and glue them back to back with a tongue depressor or craft stick in between.

Once the circles or dolls are completed, read sentences such as the following and ask students to hold up the dolls or circles showing the feeling the described action makes them feel:
- Your mother gives you a hug.
- You lose your favorite toy.
- You are lost in a big store.
- Your friend pushes you off the swing.
- A stranger tries to give you pills or candy.

Discuss appropriate behavior in these situations and how students can get help when they think a situation is dangerous.

RESOURCES & MATERIALS

Worksheets: "Feelings" or "Happy/Sad Doll"

Crayons, markers, scissors, glue, tongue depressors or craft sticks

---

ESSENTIAL ELEMENTS

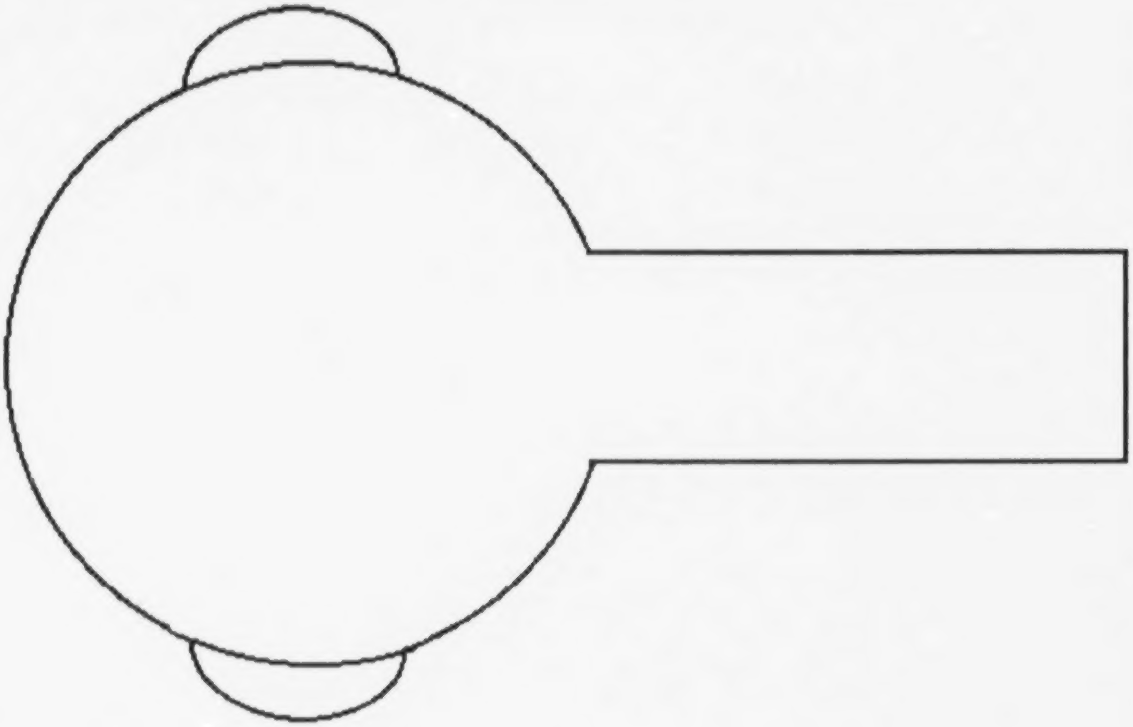
- *Communication development. Speaking. The student shall be provided opportunities to use a variety of words to express feelings and ideas.*
- *Social/emotional development. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and prevent accidents.*

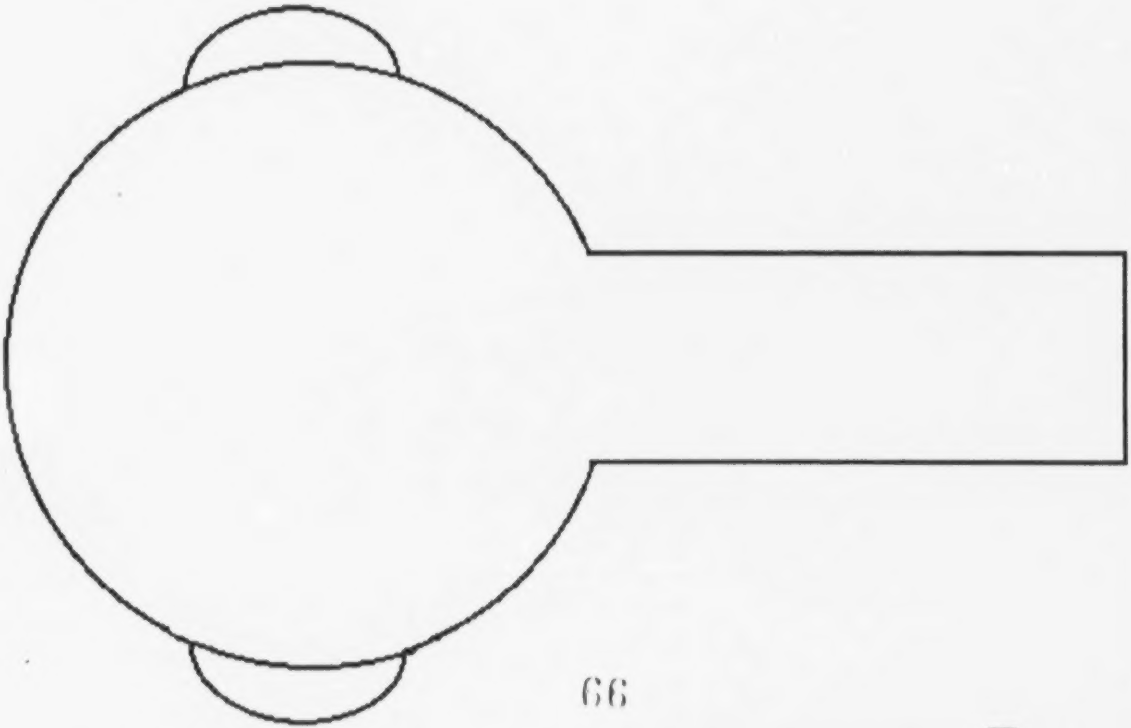
NAME____ **DATE**________________________

Feelings

NAME____DATE___________________________

Happy/Sad Doll





66

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.A-3. Identify personal beliefs, values, and feelings.

ASSESSMENT CRITERION

Explain the importance of personal beliefs, values, and feelings.

ACTIVITIES & STRATEGIES

Discuss the many feelings we experience every day. Ask students to name some of the ways they have felt such as:

- happy
- scared
- sad
- lonely
- upset
- angry
- surprised
- bored
- excited
- amused

If possible, show pictures that express these feelings to make the point clear.

Have children use facial expressions to express different feelings when asked to:

- show a happy face
- show a sad face
- show an angry face
- show a surprised face

Have the students sing the song, "If You're Happy and You Know It" (below), substituting a facial expression for the feeling being described; e.g., smiling rather than saying the word "happy."

If you're happy and you know it clap your hands.
If you're happy and you know it clap your hands.
If you're happy and you know it, then your face will really show it.
If you're happy and you know it clap your hands.

Other verses are:

If you're sad and you know it try to smile.
If you're angry and you know it stomp the floor.
If you're surprised and you know it say, "Oh my."

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Communication development. Speaking. The student shall be provided opportunities to participate in nonverbal communication through gesture, pantomime, and facial expression.

LESSON OBJECTIVE

III.D-3. Relate the importance of friends and role models.

ASSESSMENT CRITERION

Describe the influence (both positive and negative) that role models have on one's behavior.

ACTIVITIES & STRATEGIES

Display pictures of people showing kindness (taking turns, sharing, showing courtesy, being helpful).

Allow students to view the pictures and think of a label for each picture. For example: "Taking Turns," "Sharing," "Being Helpful."

Ask students to name other ways of showing kindness. Examples are:
- helping a student who fell down at recess
- helping the teacher erase the chalkboard
- telling someone you think they are very nice

Then have students draw pictures or demonstrate with puppets the following ways of showing respect for others:
- saying "please"
- saying "thank you"
- taking care of things that belong to other people
- listening politely
- not interrupting while someone else is speaking
- obeying school and classroom rules
- obeying parents

Display the students' pictures on a bulletin board titled "Showing Respect."

RESOURCES & MATERIALS

Paper, crayons, or puppets

ESSENTIAL ELEMENT

Communication development. Listening. The student shall be provided opportunities to focus attention on a speaker without interruption.

LESSON OBJECTIVE

III.A-2. Realize personal uniqueness.

ASSESSMENT CRITERION

Identify qualities, characteristics, physical attributes, attitudes, and beliefs that make each individual special.

ACTIVITIES & STRATEGIES

Explain that each of us is special and that nobody is exactly like another person. Emphasize this by giving students instructions to follow such as:

- All girls with brown hair raise your hands.
- All boys stand up.
- All children wearing tennis shoes stomp your feet.

To make the activity more concrete and easier to understand, say:

- All children with brown hair like Brian's raise your hand.
- All children with a shirt the same color as lola's stand up.

Students form groups by matching objects according to their attributes. Then, to emphasize personal uniqueness within the group, ask students to name something special about themselves that sets them apart from the group.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Cognition development. Classifying. The student shall be provided opportunities to form groups by sorting and matching objects according to their attributes.

LESSON OBJECTIVES

III.B-7. Recognize the importance of participating in family activities.
III.D-3. Relate the importance of friends and role models.

ASSESSMENT CRITERIA

- Identify activities in which families participate together.
- Define *role model.*

ACTIVITIES & STRATEGIES

Read *The Little Red Hen* to the class.

Discuss families and ways in which students contribute to their families such as:

- helping parents with chores
- helping brothers and sisters with their chores
- providing love and support for other members of the family

Discuss other groups students are members of such as:

- church/synagogue group
- class at school
- play group of friends
- day-care group

Talk about the many roles such as sister, brother, child, grandchild, friend, teacher, and student that every person plays.

Emphasize that every one of us is an important and special part of our family and that we can do many things to contribute to the well-being of the family or group. Have students color the worksheet, "My Family Pie." Or make the worksheet a puzzle cut out of heavy paper or poster board and let students put the puzzle together.

RESOURCES & MATERIALS

Book: *The Little Red Hen*

Worksheet: "My Family Pie"

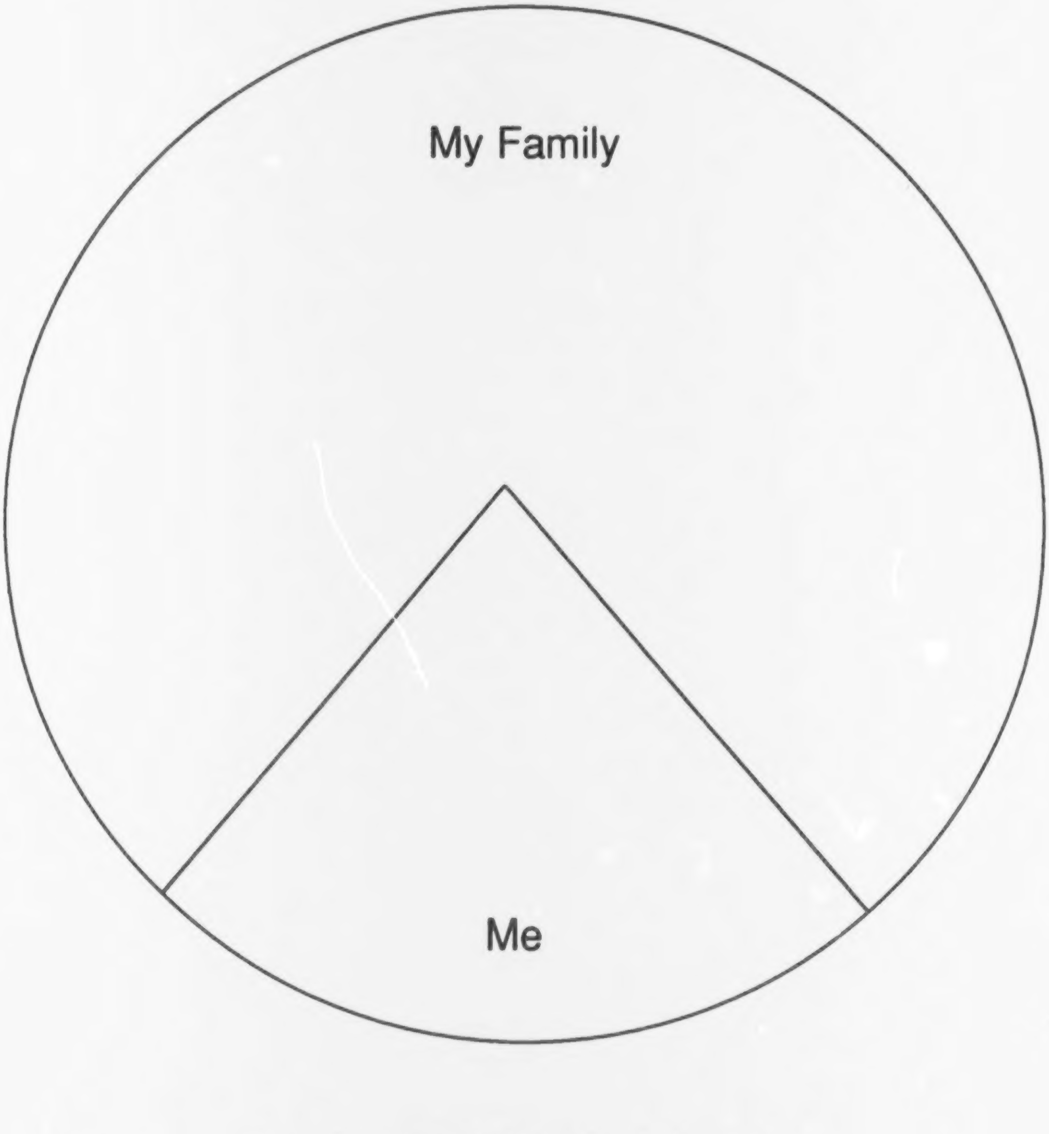
ESSENTIAL ELEMENT

Cognition development. Comparing and contrasting. The student shall be provided opportunities to demonstrate concepts of part and whole with manipulative materials.

NAME____ **DATE**____________________

My Family Pie

Draw and color your family and you to create your family pie.



I am a special part of the pie.

LESSON OBJECTIVE

II.A-1. Name and categorize various types of drugs, medicines, and harmful substances.

ASSESSMENT CRITERION

Identify examples of drugs, medicines, or harmful substances.

ACTIVITIES & STRATEGIES

Explain that some things are safe and some things are unsafe. Ask students to name some unsafe items.
Examples are:
- bleach
- gasoline
- cleanser
- pills from medicine cabinet
- bottles of old medicine

Discuss the Mr. Yuk symbol. Explain that Mr. Yuk means that whatever is in the container is dangerous. Emphasize that children should never put anything with a Mr. Yuk symbol on it in their mouths. Emphasize that items that are unsafe for children are unsafe for adults as well.

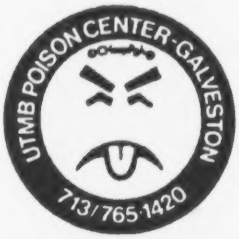
Place pictures or empty containers of safe and unsafe items in a large, paper bag. Place two boxes, one labeled with a happy face and the other with a Mr. Yuk face (see page 70), at the front of the class. Have each child take an object or picture out of the bag and place it in the safe or unsafe box, appropriately.

Explain to the students that they are going to make Mr. Yuk symbols to take home and label unsafe items they find there. Give the students circle patterns to trace on green construction paper. Have students cut out the circles and draw a Mr. Yuk face on each circle with a black marker.

Ask students to take the symbols home and, with their parents' help, place them on items in the home that are unsafe.

When students complete this activity, send home the worksheets "Note to Parents" and "Poison Proof Your Home."

RESOURCES & MATERIALS



UTMB POISON CENTER
Univ. of Texas Medical Branch
Galveston, Texas 77550

Pictures or empty containers of safe and unsafe items, large paper bag, two boxes, patterns for circle, green construction paper, black markers

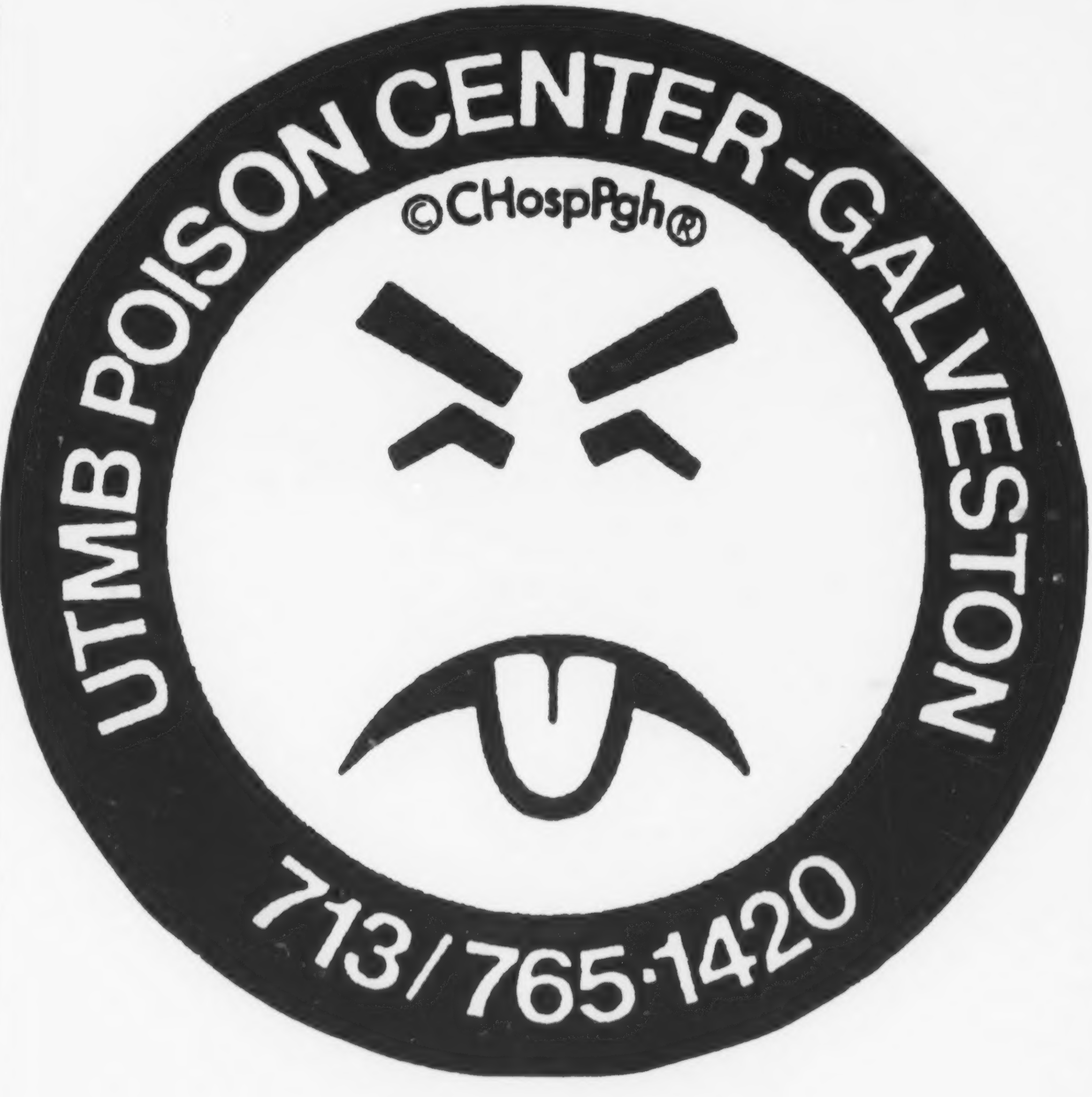
Worksheets: "Note to Parents" and "Poison Proof your Home"

ESSENTIAL ELEMENTS

- *Cognition development. Classifying. The student shall be provided opportunities to sort objects from the environment according to one or more characteristics (use, composition, location).*
- *Social/emotional development. Health-related concepts and skills that involve interactions between individuals. The student shall be provided opportunities to observe and follow home safety rules and procedures by staying away from medications and poisons.*

NAME________________________________DATE____________________

Mr. Yuk


UTMB POISON CENTER-GALVESTON
©CHospPgh®
713/765·1420

NAME______________________________ **DATE**__________________

Note to Parents

Dear Parent or Guardian,

Today in my class we learned about SAFE things and UNSAFE things. I have several "SAFE" and "UNSAFE" labels for us to properly label various substances in our home. I also have a checklist to help us keep our home safe.

Please help me complete the checklist and sign this form so I can return them both to school tomorrow.

Thank you very much.

____

signature of parent or guardian

NAME____**DATE**______________________

Poison Proof Your Home

With your parents' help, check your house for unsafe areas.

☐ Keep drugs, poisons, and other dangerous substances (such as paint, charcoal lighter fluid, gasoline, and cleaning supplies) out of reach of children and pets. If possible, store these items in locked cabinets.

☐ Read all labels carefully.

☐ Clearly label all poisonous substances.

☐ Store poisonous substances away from food or food containers.

☐ Protect utensils and food when spraying chemicals such as bug spray and cleaning solutions.

☐ Date all drug supplies when you buy them.

☐ Keep medicines in original labeled bottles; do not transfer them into unlabeled bottles.

☐ Clean out the medicine cabinet regularly to remove outdated medicines and prescriptions.

☐ When you throw away drugs and medicines, flush them down the toilet or discard them in containers that cannot be reached by children or pets.

☐ Keep a poison control kit in the house in case an accidental poisoning happens.

☐ Make sure that all family members know what to do in case of a poisoning emergency.

LESSON OBJECTIVE

III.A-5. Recognize abilities and document achievements.

ASSESSMENT CRITERION

Identify personal achievements.

ACTIVITIES & STRATEGIES

Provide props in one part of the classroom to practice personal health and safety:
- dress up clothes
- dishes and eating utensils

Discuss examples of things children can do to stay healthy and safe. Encourage children to tell how they can choose and help carry out these activities. Discuss the fact that it is not healthy for children to drink any kind of alcohol or to smoke tobacco. Emphasize also that children must not eat or drink medicine except when they are sick and the medicine is properly given by an adult.

Have children draw pictures or role play depicting the following:
- good personal hygiene
- proper dress
- proper table manners
- healthy behavior

Have children describe their pictures.

Give each child a chart divided into columns for the days of the week and ask them to document each day good personal hygiene and healthy behaviors such as brushing teeth or washing hands before eating. Leave a space for parent to sign at the end of the week. Give a star or other award for a perfect week. Extend activity for six weeks, giving a larger award for those with perfect scores.

RESOURCES & MATERIALS

Chart for seven days with such activities as:
1. brushing teeth
2. washing hands
3. wearing clean clothes
4. going to bed early
5. picking up books and toys

ESSENTIAL ELEMENT

Social and emotional development. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to demonstrate self-help skills by being responsible for personal hygiene and to recognize dangers of poisonous substances including drugs.

LESSON OBJECTIVE

III.C-2. Demonstrate skills for coping with change, success, and failure.

ASSESSMENT CRITERION

Identify positive and negative attributes and consequences of change, success, and failure.

ACTIVITIES & STRATEGIES

Read the book, *The Little Engine That Could*, to the class.

Explain that we all have successes (things we can do) and failures (things we need to try again). Give examples of successes such as going across the monkey bars, writing your name, or singing out in music class.

Allow each student to tell about one success they have had that day and one thing they are going to try again. What, if any, changes will they make?

Explain that it takes both success and failure to learn and grow. Emphasize that "If at first you don't succeed, try, try again." Allow students to practice saying the phrase.

RESOURCES & MATERIALS

Book: *The Little Engine That Could*

ESSENTIAL ELEMENT

Social/emotional development. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to develop a healthy self-concept reflected by accepting failure as well as successes by self and willingness to try again after failure.

LESSON OBJECTIVE

III.D-5. Define self-responsibility.

ASSESSMENT CRITERION

Summarize the attributes of a self-responsible individual.

ACTIVITIES & STRATEGIES

Ask students to name responsibilities they have at home such as:
- taking the garbage out
- feeding the pets
- washing dishes
- cleaning their rooms

Ask the students what would happen if they did not do their part at home. For example:
- the garbage would pile up
- the pets would get very hungry
- there would be no clean dishes to eat on
- their rooms would become so messy that nothing could be found

Emphasize that the students' help at home is very important to their families and that they should take pride in their contributions. They should also take pride in their classroom and school.

Give each student a classroom chore to perform for the day. To assign the chores, place task cards with pictures of the chores to be performed face down on a table in the front of the room. Have each student pick up a card from the table and perform that particular task. Cards could show someone feeding the classroom pet, picking up trash in the classroom, and helping keep the chalkboard erased.

RESOURCES & MATERIALS

TEACHER TIP

This activity provides an opportunity for students to express feelings about being helpful around the home. It also allows teachers a chance to discuss what the students themselves think "being helpful" entails. Teachers may be surprised at their definitions of "being helpful"! Many young children lack the verbal ability to express feelings but can express some of these feelings through art.

ESSENTIAL ELEMENTS

- *Social/emotional development. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to develop a healthy self-concept reflected by taking pride in own work.*
- *Social/emotional development. Health-related concepts and skills that involve interactions between individuals. The student shall be provided opportunities to develop concept of family by doing simple home chores.*

LESSON OBJECTIVE

III.B-7. Recognize the importance of participating in family activities.

ASSESSMENT CRITERION

Identify activities in which families participate together.

ACTIVITIES & STRATEGIES

Discuss activities that a family can do together. Ask children what activities their families do together. Discuss what they do as part of the family to prepare for the activity.

Family activities might include:
- picnicking
- attending church/synagogue
- cooking and eating
- watching TV
- shopping
- going to the movies
- visiting relatives
- caring for pets
- reading
- taking vacations

Let the students choose their favorite family activity and draw it in the center of a paper plate.

Next, ask the students how many people they have in their family unit (which could include anyone they live with), including themselves.

Give the students one paper cupcake liner to represent each member of their household. Have the students draw and color one family member's face on each cupcake liner.

Attach the family member cupcake liners to the decorated paper plate using glue. Display these family plates around the room.

RESOURCES & MATERIALS

Paper plates, crayons, paper cupcake liners, glue

ESSENTIAL ELEMENTS

- *Cognition development. Identifying. The student shall be provided opportunities to discuss what families do together (play, work, etc.)*
- *Social/emotional development. Health-related concepts and skills that involve the interactions between individuals. The student shall have opportunities to develop concept of family by recognizing that each person is part of a family.*

LESSON OBJECTIVE

III.B-7. Recognize the importance of participating in family activities.

ASSESSMENT CRITERION

Identify activities in which families participate together.

Social Studies **Prekindergarten**

PK

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Discuss the variety of situations that come up in a family and how the students can appreciate and help family members. For example, ask students if any of the following things have ever happened in their homes. If so, ask them what they could do to help the situation.

- Mom is angry because you misbehaved.
  (Apologize and try not to misbehave in that way again.)
- Sister is happy because she got good grades at school.
  (Tell her how proud you are of her.)
- Dad is tired after mowing the lawn.
  (Thank him for the good things he does for you.)
- Your parents are scolding you because you threw a ball in the house.
  (Promise to be more careful.)
- It's your birthday and your family is gathered around your cake.
  (Thank the family for the nice celebration.)
- Your parents give you hugs as you go to bed.
  (Give them hugs and tell them you love them.)
- Your sister and you are playing games and laughing.
  (Tell your sister how much fun you are having.)

Have the students draw a family picture on poster board. Draw lines on each child's picture to divide it into five sections. Have students cut the pictures along the lines to make a puzzle.

RESOURCES & MATERIALS

Poster board, crayons, scissors

ESSENTIAL ELEMENT

Social/emotional development. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to develop concept of family by recognizing that each person is part of a family.

LESSON OBJECTIVE

III.E-1. List healthy alternatives to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify activities, habits, and attitudes that promote healthy lifestyles.

ACTIVITIES & STRATEGIES

Discuss some of the good things we can do to care for our bodies and why we should do these things. Examples are:

- getting lots of sleep
- eating healthy food
- exercising every day
- practicing good hygiene (brushing our teeth and hair, bathing)

Read either *Berenstein Bears Junk Food* or *Berenstein Bears Too Much TV* to the class. Afterwards, discuss the book.

Have students look through old magazines and cut out pictures of things that are good for our bodies. Then make a group collage entitled *Doing Good Things for Our Bodies,* using all the pictures the students cut out.

RESOURCES & MATERIALS

Books: *Berenstein Bears Junk Food; Berenstein Bears Too Much TV*

Magazines, scissors, glue, butcher paper

ESSENTIAL ELEMENT

Social/emotional development. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to demonstrate self-help skills by recognizing routine healthy behaviors.

LESSON OBJECTIVE

III.D-4. Formulate effective strategies for helping others who experience problems.

ASSESSMENT CRITERION

Identify examples of problems that an individual's friends or acquaintances might experience.

ACTIVITIES & STRATEGIES

Talk about what is meant by chores (what each person in the family does to help make the household run smoothly).

Discuss the importance of each person's taking responsibility for his or her chores and what happens if someone doesn't or can't do his or her job.

What can you do if:

1. your brother is responsible for taking out the trash, but he has a sprained ankle
2. your mother is responsible for cleaning, but she is sick today
3. your dad is responsible for checking the mail, but he has to work out of town for several days
4. your best friend's dog is lost
5. a friend is locked out of his house and no one is home
6. your friend can't play because she has to watch her baby brother while her mom paints the kitchen

Ask students to think about other ways they might be able to help a family member who is experiencing some kind of problem.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Social/emotional development. Health-related concepts and skills that involve interactions between individuals. The student shall be provided opportunities to develop concept of family by recognizing that each person is part of a family and by doing simple home chores.

Education
for
Self-Responsibility II:

PREVENTION
OF
DRUG USE

Sample Lessons

GRADE
K

WE'RE PUSHING FOR
A DRUG-FREE STATE

Health **Grade K**

K

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.D-1. Identify, develop, and practice effective decision-making skills.

ASSESSMENT CRITERION

Describe how the spread of colds, flu, and other sicknesses can be avoided.

ACTIVITIES & STRATEGIES

Talk about ways to prevent common diseases from being spread. To test students' understanding, give each student two lollipops made by using the pattern on the following Teacher Resource page.

Read aloud statements reflecting ways to spread disease and ways to prevent the spread of disease. Have each student raise the smiling lollipop after each statement that explains a way to prevent spreading disease. Have students raise the frowning lollipop when a statement is read that explains a way that diseases can be transmitted easily. Examples of such statements are:

- Cover your nose and mouth when sneezing or coughing. (smile)
- Share food and drink containers or utensils. (frown)
- Throw used tissues in the trash can. (smile)
- Spit on someone. (frown)
- Eat the rest of someone's cookie. (frown)
- Sneeze in someone's face. (frown)
- Use spoons others have used to take medicines. (frown)
- Touch a needle another person has used to take medicine. (frown)
- Wash your hands before eating. (smile)
- Use another person's comb, brush, or toothbrush. (frown)
- Wash your hands after going to the bathroom. (smile)

RESOURCES & MATERIALS

Teacher Resource: Lollipops

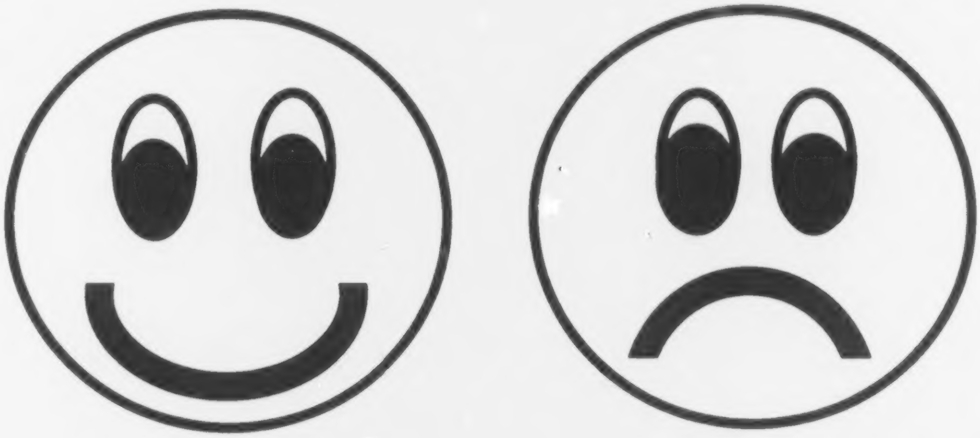
TEACHER TIP

Reassure students who receive legal injected medications such as insulin for diabetes and allergy antigen for their allergies that their medications are beneficial and necessary. Emphasize that a sterile syringe and needle are used each time and that there is no risk of contracting a disease. But children should never play with syringes and needles. Used ones should be properly disposed of in the garbage.

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The students shall be provided opportunities to recognize common examples of communicable diseases and identify practices that involve their transmission.

Lollipops



To make lollipops, copy and paste these on colored paper. Cut out one set (happy and sad) for each child and glue or staple on ice cream sticks or tongue depressors.

Health Grade K

K

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.B-2. Demonstrate assertiveness and refusal skills.
III.D-1. Identify, develop, and practice effective decision-making skills.

ASSESSMENT CRITERION

Describe effective ways to reject offers of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Define "peer pressure" (pressure by friends to do something; it can be positive or negative). Discuss what can happen when we do things because a friend says we should.

Ask students what it feels like to be dared to do something that you feel uncomfortable doing.

Have students share personal experiences in which they felt negative peer pressure and tell how they dealt with it.

Review refusal skills with the class. After discussing ways to say "no" effectively, pose hypothetical situations and ask students to suggest ways of dealing with peer pressure in each situation. These situations might include:

- A friend wants you to write on the bathroom wall with her.
- A boy on the block wants you to smoke a cigarette with him.
- A classmate wants you to do her assignment for her.

Remind the students that saying "no" can help them avoid many unsafe or unhealthy situations besides those involving drugs.

Ask students to give examples of other situations in which it was healthier or safer to refuse pressure by friends. Have them role play some examples. Following the role play, ask students who are observing whether the players were convincing when they said "no." Discuss times when it may be difficult to say "no" and some ways to avoid losing friends.

RESOURCES & MATERIALS

Refusal skills listed on a poster board:

"Three Steps to Say No"*

- *Step 1: Figure out if what your friend wants to do is OK.*
  Sometimes this is easy, sometimes it takes a little detective work. If you're not sure, ask your friend questions like, "Is it safe?," "Is it good for me?," "Is it legal?," "Could it get us in trouble?" Ask yourself questions like, "Would my parents allow me to do that?," "Would I feel right about doing it, or does the thought make me feel bad inside?"
- *Step 2: If it's wrong, say "no."*
  When you know that what your friend suggested is wrong, stop asking questions. Say, "No, thanks." Don't be mean or put your friend down--but let him or her know that you're serious. Then explain your reason for saying "no."
- *Step 3: Suggest other things to do instead.*
  After you've said "no," suggest other activities that are fun, safe, legal, and healthy. Sound enthusiastic. Be positive. Let your friend know that you'd like to be with him or her, but not if it means doing something that's wrong.

*From the *Just Say No Handbook*.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize hazards in the environment and acquire knowledge and skills needed to avoid injury and to prevent accidents.

LESSON OBJECTIVES

II.B-1. Describe the therapeutic use of medicine in controlling diseases or disorders.
II.A-1. Name and categorize various types of drugs, medicines, and other abused substances.

ASSESSMENT CRITERION

Describe how drugs are used medicinally and in a therapeutic manner to cure or improve physical health impairments.

ACTIVITIES & STRATEGIES

Show pictures and/or empty bottles of medicines, both prescription and over-the-counter. Give reasons why people take medicines. Describe situations such as the following in which people take prescription medications and over-the-counter medicines:

- When you are ill, parents will give you medicine.
- Doctors will prescribe medicine to help you get well.
- We sometimes take vitamins to stay healthy.

Explain that medicines we take to get well contain strong drugs that are harmful if used improperly.

Ask students to suggest what will happen if someone:

- takes too much medicine
- takes someone else's medicine
- takes medicine without adult supervision

Instruct students to draw pictures of children taking medicine safely.

RESOURCES & MATERIALS

Pictures and/or empty bottles and packages of medicines

Construction paper, crayons

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs.

LESSON OBJECTIVE

II.A-1. Name and categorize various types of drugs, medicines, and abused substances.

ASSESSMENT CRITERION

Recognize potential hazards in the home.

Health **Grade K**

K

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Show pictures of rooms or areas in the home where dangerous substances are found.

Draw an outline of a house on the chalkboard. Ask students to name the rooms in the house and tell where hazards and dangerous substances may be found in each room.

Have the children make a large mural showing a home and the potential hazards to be avoided in each room. These hazards include the following:
- pesticides kept in lower, unlocked cabinets
- unprotected electrical outlets
- food left cooking on the stove unattended
- cleansers left in reach of children
- medicine bottles left in the reach of children
- iron left unattended

Have students complete the worksheet "Keeping Safe" by placing an "X" on the items in the picture that can be dangerous for a young child to handle or swallow.

RESOURCES & MATERIALS

Pictures of various rooms and areas in the home where dangerous substances can be found

Butcher paper, crayons

Worksheet: "Keeping Safe"

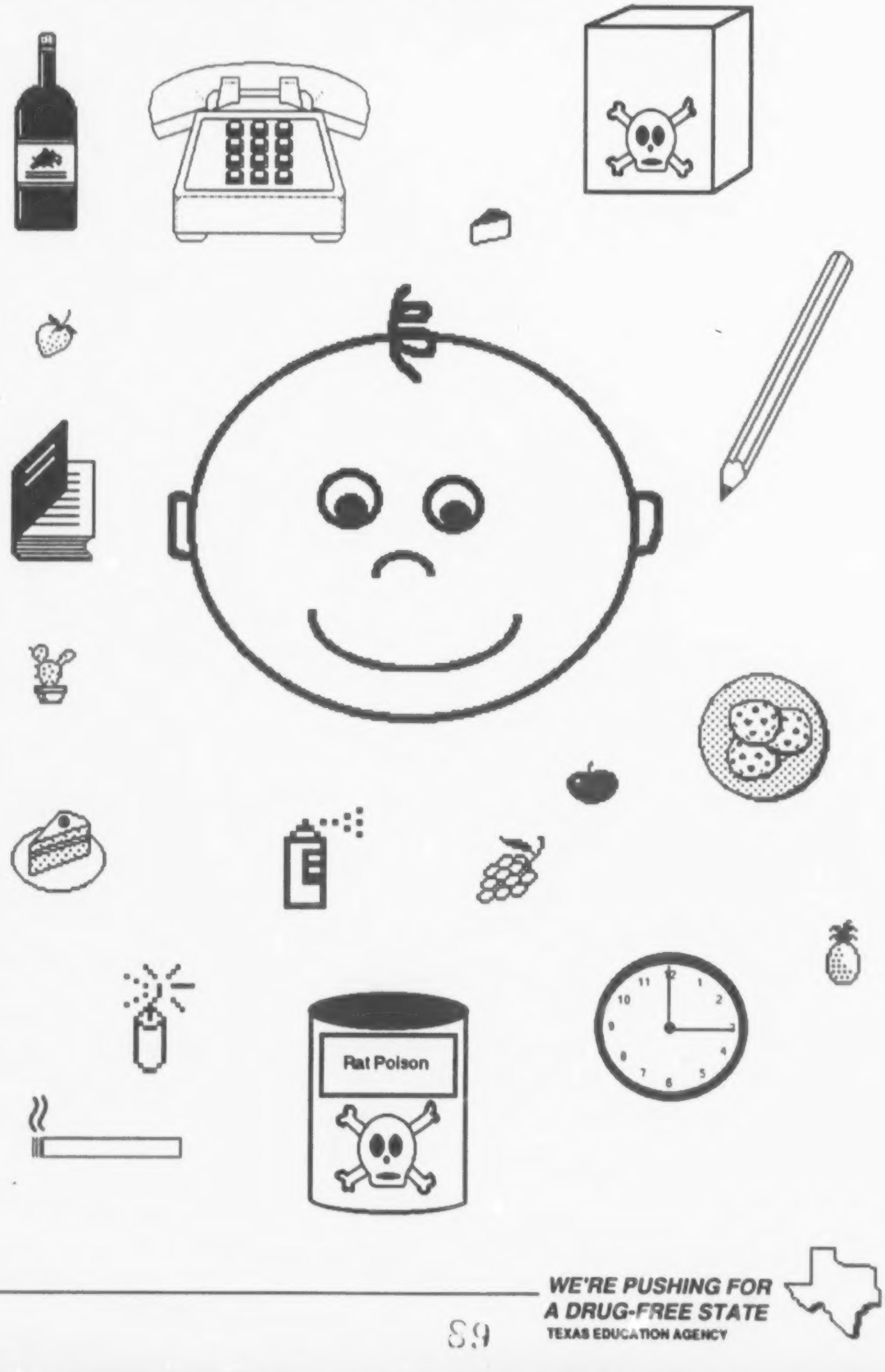
ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual and personal health. The student shall be provided opportunities to recognize hazards in the environment and acquire knowledge and skills needed to avoid injury and to prevent accidents.

NAME____DATE____________________

Keeping Safe

Put an " X " on the things in this picture that would be unsafe and harmful for a young child to touch or swallow.


Rat Poison
12
1
2
3
4
5
6
7
8
9
10
11

LESSON OBJECTIVE

III.A-3. Identify personal beliefs, values, and feelings.

ASSESSMENT CRITERION

Identify personal beliefs, values, and feelings as they relate to positive and constructive behavior and self-concept.

ACTIVITIES & STRATEGIES

Discuss the importance of understanding and expressing our feelings.

Ask students what happens when they don't express their feelings. Is it good or bad to hide our feelings? Why?

Have students express their feelings in certain situations through role-play:
- How would you feel if you found an unknown substance and needed help?
- How do you feel if someone you know is sick?
- How do you feel when someone you know is feeling better?

Students might also use puppets, pictures drawn on paper plates, or smiling and frowning faces drawn on fingertips to show how they feel in various situations.

Conclude lesson by reiterating that it is healthy to be able to express one's feelings to another person. Ask class to name appropriate persons with whom children can share their feelings. If pictures are available, place pictures representing these persons on the bulletin board. Let students tell where each of these persons can be found such as at home, school, church/synagogue, and doctor's office.

RESOURCES & MATERIALS

Puppets, paper plates, crayons

Pictures of persons with whom students should be able to share their feelings

---

ESSENTIAL ELEMENT

Language arts. Speaking. Speaking to accomplish a variety of purposes: informing, expressing, persuading, entertaining. The student shall be provided opportunities to relate events from personal experience.

LESSON OBJECTIVES

III.C-3. Develop personal abilities and interests.
III.A-1. Describe personal strengths and weaknesses.

ASSESSMENT CRITERION

Identify personal strengths, abilities, and assets.

ACTIVITIES & STRATEGIES

Guide students toward developing their personal abilities and interests by:

- having students illustrate how they spend their leisure time (Use the worksheet "My Free Time.")
- helping students choose books related to an interest or ability
- encouraging students to share abilities and interests through show and tell

Read the book, *Leo The Late Bloomer*. Discuss Leo's strengths and weaknesses. Make a List.

Explain that some of us are good at certain things and others are good at other things but that each of us is good at something. Have students illustrate their strengths and weaknesses on the worksheet, "I Can Do." Emphasize that people can improve the things they do well with practice.

Display the worksheets on a bulletin board that has Leo as the focal point.

RESOURCES & MATERIALS

Worksheet: "My Free Time," crayons

Leo The Late Bloomer by Robert Kraus (1971) New York: Windmill Books

Worksheet: "I Can Do"

ESSENTIAL ELEMENT

Language arts. Reading. Developing literary appreciation skills to provide personal enjoyment. The student shall be provided opportunities to select books for individual needs and interests.

NAME________________________________ **DATE**__________________

My Free Time

In my free time I like to . . .

NAME____________________________ DATE________________

I Can Do

Something I can do well	Something I want to do better

LESSON OBJECTIVES

III.B-1. Communicate thoughts, feelings, and opinions appropriately.
III.D-3. Relate the importance of friends and role models.

ASSESSMENT CRITERION

Identify healthy, socially acceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

ACTIVITIES & STRATEGIES

Have children complete these statements:

- When I grow up, I would like to be a...
- Medicine is...
- I only take medicine when...
- Other ways to feel better besides taking medicine are... (Examples: playing with friends, getting a hug, eating nourishing foods, getting plenty of rest)

Read aloud poems that stress self-concept. Encourage students to talk about the meaning of the poems. Record the students' comments and play them back to the class.

Sing to the tune of "Twinkle, Twinkle Little Star":

Special, special, special me,
How I wonder what I'll be.
In this big world I can be,
Anything I want to be.
Special, special, special me,
How I wonder what I'll be.

Divide the class into small groups and have each group discuss what friendship is. Then have the groups role play what to do to be a friend to a new student entering the class.

Make a large poster entitled, "A Friend Is..." and have students draw pictures depicting what being a friend means. Glue pictures on the poster.

RESOURCES & MATERIALS

Tape recorder

Poster board, crayons, markers

ESSENTIAL ELEMENT

Language arts. Speaking. Developing fluency in using oral language to communicate effectively. The student shall be provided opportunities to speak clearly and at an appropriate rate.

Language Arts Grade K

K

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-1. Describe the therapeutic use of medicine.

ASSESSMENT CRITERION

Describe how drugs are used medicinally and in a therapeutic manner to cure or improve physical health impairments.

ACTIVITIES & STRATEGIES

Discuss excesses (such as food) that are unhealthy for children. For example, what might happen if a child ate a very large portion of food or a whole package of cookies?

Ask students as a group to compose a story about a child who ate too much. Write the story on the chalkboard (6-8 sentences).

Explain that the same is true of medicines; that is, too much medicine can be very harmful for you.

Pass out the worksheet "Taking Medicine" and have children illustrate the following three situations in the three boxes:
- Draw a picture of you feeling well.
- Pretend you went to the park and stayed out in the sun too long. Draw a picture of you with a sunburn.
- Pretend you have a bad cold and you had to go to the doctor. Draw a picture of your mother giving you the medicine the doctor prescribed.

Allow time for students to talk about the pictures they drew and to process feelings about the situations illustrated in the picture.

RESOURCES & MATERIALS

Worksheet: "Taking Medicine"

Option: The children can make collages to illustrate the three situations.

ESSENTIAL ELEMENT

Language arts. Listening. Developing skill in attending to, responding to, and analyzing oral communications. The student shall be provided opportunities to respond to storytelling by drawing or painting.

NAME________________________________DATE____________________

Taking Medicine

1

2

3

LESSON OBJECTIVE

II.B-1. Describe the therapeutic use of medicine.

Language Arts **Grade K**

TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Describe how drugs are used medicinally and in a therapeutic manner to cure or improve physical health impairments.

ACTIVITIES & STRATEGIES

Talk about the various forms of medicine such as: capsule, liquid, tablet, inhalants, injections, and ointment. If possible, show an example of each form of medicine.

Discuss rules for taking medicine and explain the importance of following safety rules when taking medicine.

Make a large chart or a bulletin board displaying "Safe Medicine Rules" including.
- Never take someone else's medicine.
- Never take medicine without an adult's supervision.
- Follow the directions on the medicine container.
- Keep all medicines in a safe place.

Ask students to tell about times when they had to take medicine. Ask them to explain why they needed medicine. What kind of medicine were they given? What happened when they took the medicine?

After all the students have described their own experiences with medicine, ask them if there are times when something other than medicine can make a person feel better. For example, sometimes rest, fresh air, exercise, or playing a game can help us as much as medicine.

Conclude the lesson by playing a game that the children enjoy.

RESOURCES & MATERIALS

Sample forms of medicine

Poster board

ESSENTIAL ELEMENT

Language arts. Listening. Developing skill in attending to, responding to, and analyzing oral communications. The student shall be provided opportunities to listen carefully to instructions and important information.

Mathematics **Grade K**

K

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Divide a bulletin board into two sides, one titled, " These Help Me Grow" and the other titled, " These Make Me Slow."

Let students look through magazines for advertisements of products that are healthful and products that are unhealthful. Let each student attach his or her pictures on the side of the bulletin board where they belong.

Discuss ways in which the products on the bulletin board will affect your body. For example, nutritious foods give you energy, too much candy can give you a tummy ache and the sugar will give you cavities,and adult medications can cause children to get sick. Include more serious problems caused by "legal" drugs if children are able to find pictures.

Emphasize that there are always alternatives to the harmful products we see on TV and in magazines.

ALTERNATIVE ACTIVITY

Instead of making a bulletin board, punch holes in students' pictures. String yarn through the holes. Tie to coat hangers to make "Good for You"/"Bad for You" mobiles.

RESOURCES & MATERIALS

Teacher Resource: Bulletin Board "Helps Me Grow/Makes Me Slow"

Magazines, scissors, paste

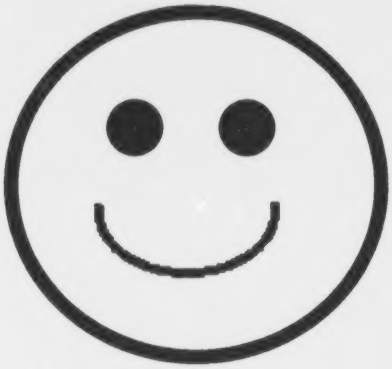
Magazines, scissors, paste, yarn, coat hangers

ESSENTIAL ELEMENT

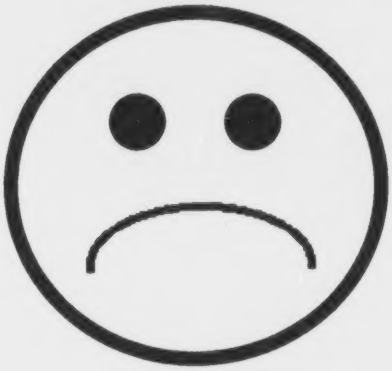
Mathematics. The use of probability and statistics to collect and interpret data. The student shall be provided opportunities to experience at the readiness level using objects, classification and ordering.

Bulletin Board

These Help Me Grow



These Make Me Slow



Mathematics **Grade K**

K

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-7. Consider the legal consequences of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify all possible penalties for use, possession, and sale (first-time and repeated offense, underage or otherwise) of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Ask students to name rules they must follow at home and at school. Ask if they know any local, state, or federal laws. If they don't, give them an example of each.

Include such rules and laws as the following:
- eating vegetables and fruits
- no chewing gum in class or other class rules
- brushing your teeth
- no running in the halls after school
- raising hand before speaking
- obeying stop signs
- observing speed limit

Discuss what happens if someone breaks a rule or law. Be sure to include alcohol and tobacco use by minors.

Explain that rules and laws are made to keep us safe and healthy.

Have students complete the worksheet, "Counting for Safety and Health."

RESOURCES & MATERIALS

Worksheet: "Counting for Safety and Health"

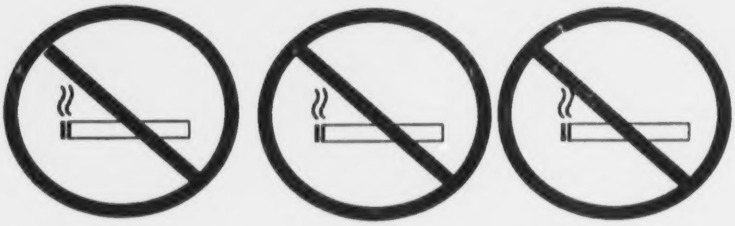
ESSENTIAL ELEMENT

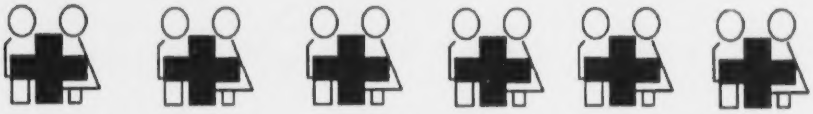
Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to experience at the readiness level physical representations of addition and subtraction.

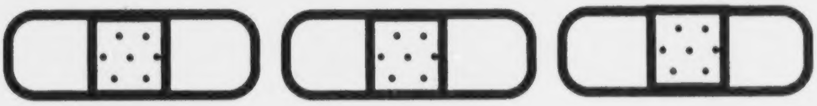
NAME______________________________ DATE________________

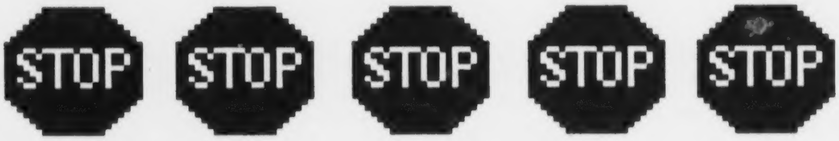
Counting for Safety and Health

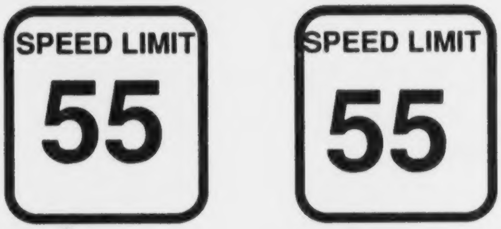
Count the objects in each set. Write the number on the space beside each set.

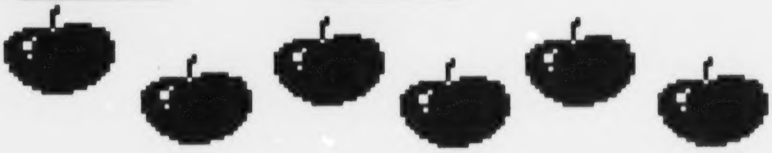
1.  ________

2.  ________

3.  ________

4. 
STOP
STOP
STOP
STOP
STOP
____

5. 
SPEED LIMIT
55
SPEED LIMIT
55
____

6.  ________

Mathematics **Grade K**

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-2. Demonstrate assertiveness and refusal skills.

ASSESSMENT CRITERION

Describe effective ways to reject offers of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Review information about tobacco, alcohol, and other drugs and their harmful effects. Lead a discussion about how children should and can avoid these if they are around people who use them.

Talk about shapes. (You may want to talk while the students are coloring the shapes on the "Shapes" worksheet.)

Hand out the worksheets, "Shapes" and "A Smart Clown," to students. Instruct them to color and cut out the shapes on the first worksheet. Then have them cut the shapes out and glue them on the "Clown" worksheet.

Read the clown's statement aloud to the class.

Do rhyme and finger play:

I'm a smart little clown
because I know—
I know how to
SAY NO!

RESOURCES & MATERIALS

Teacher Resource: "A Smart Clown"
Worksheets: "Shapes" and "A Smart Clown"

Colors, scissors, glue

TEACHER TIP

Drug dependency is a family disease since family members often become the victims of the drug user. Emotional consequences for the family can include embarrassment, fear, guilt, anger, shame, resentment, strained relationships, denial of the problem, and social isolation. Children and other close relatives of the drug user are susceptible to developing a physical dependency to drugs because of genetic predisposition to drug dependency.

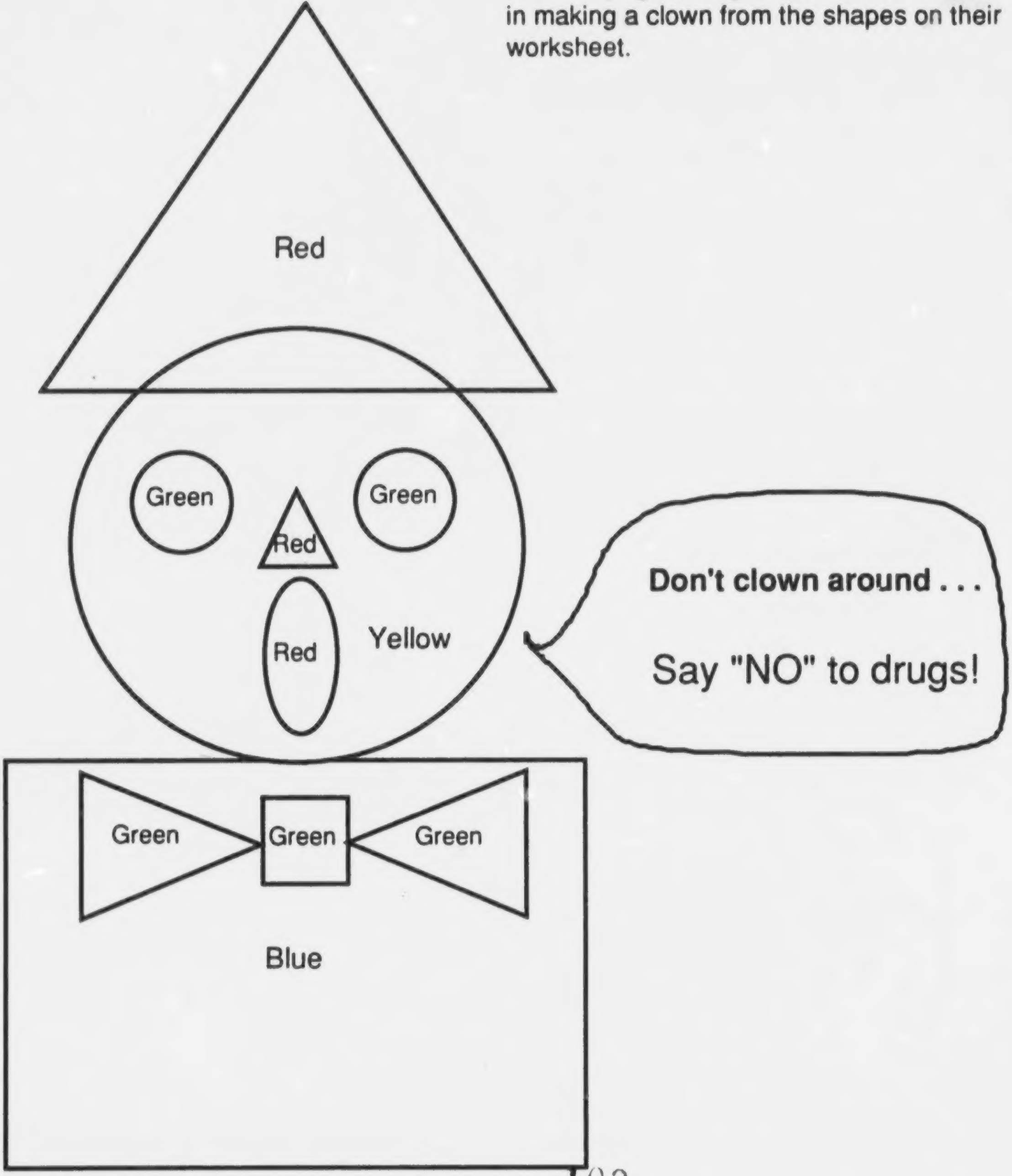
ESSENTIAL ELEMENT

Mathematics. Properties and relationships of geometric shapes and their applications. The student shall be provided opportunities to experience at the readiness level, classification, size and shape, and patterns.

Teacher Resource

A Smart Clown

Use this page as a guide to direct students in making a clown from the shapes on their worksheet.


Red
Green
Red
Green
Red
Yellow
Don't clown around . . .
Say "NO" to drugs!
Green
Green
Green
Blue

NAME____________________________________**DATE**____________________

A Smart Clown

Your teacher will help you paste the shapes from another page on this sheet to make a smart clown.

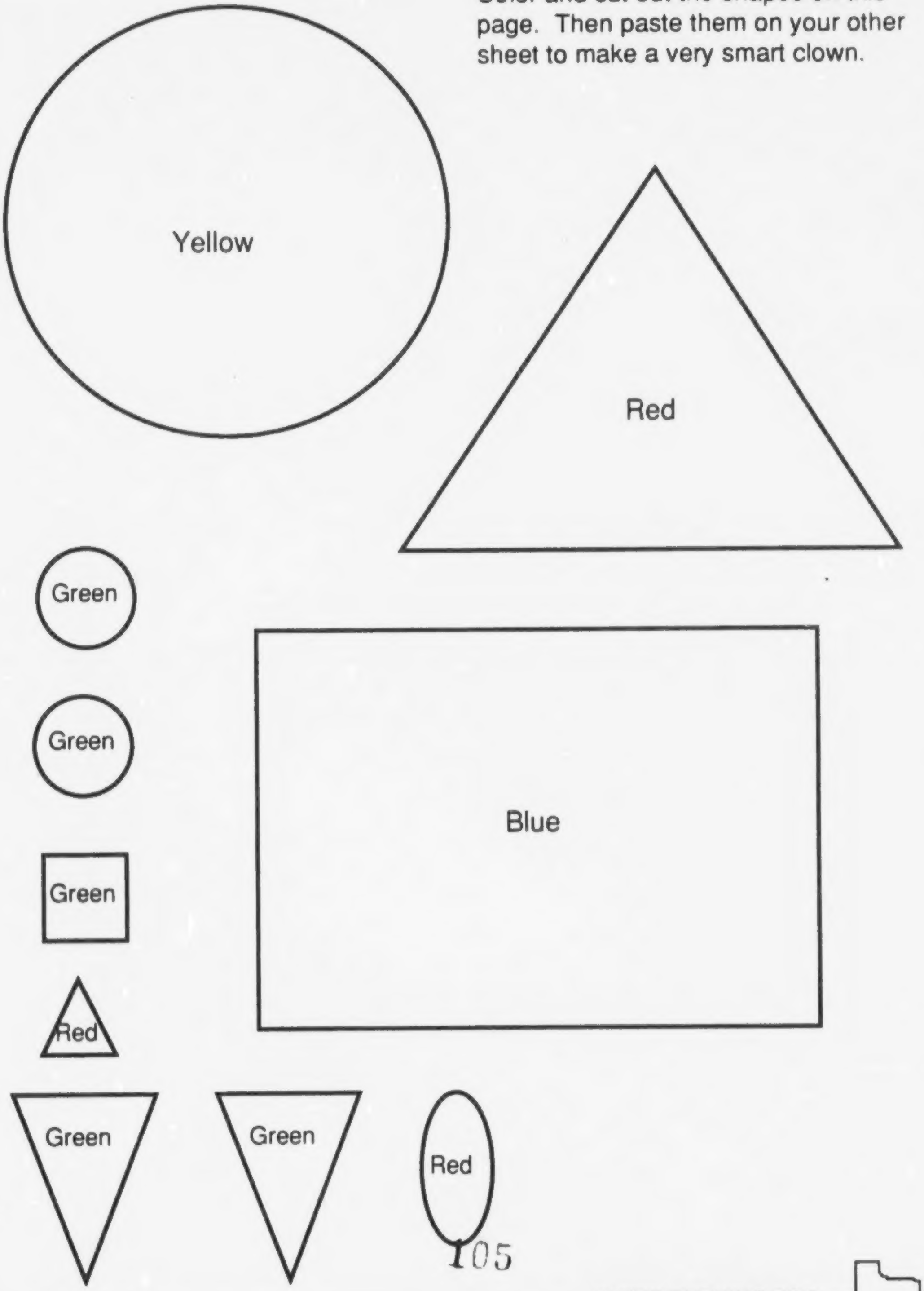
Don't clown around . . .

Say "NO" to drugs!

NAME______________________________ DATE______________

Shapes

Color and cut out the shapes on this page. Then paste them on your other sheet to make a very smart clown.


Yellow
Red
Green
Green
Blue
Green
Red
Green
Green
Red

105

LESSON OBJECTIVE

I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, or other drugs.

ASSESSMENT CRITERION

Identify social pressures and enticements to use tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Discuss ways in which you can help your friends stay out of trouble. Examples:

- helping them with an assignment so they can finish it on time
- telling them not to fight with people
- telling them that smoking is bad for them

Explain that by setting a good example students can influence their friends to stay out of trouble. Students who are good examples will find that their friends look up to them and want to be like them.

Explain that every student can be a star by staying out of trouble and by staying away from drugs like alcohol and tobacco.

Hand out the worksheet, "You Can Be a Star," and tell students to connect the dots to be a "star."

RESOURCES & MATERIALS

Worksheet: "You Can Be a Star"
crayons

TEACHER TIP

Individuals can discourage their friends from using drugs. This can be done by providing accurate information about the risks of drug use; by planning activities that are fun, legal, safe, and inexpensive; and by reminding friends that you care about them and want them to be safe and healthy.

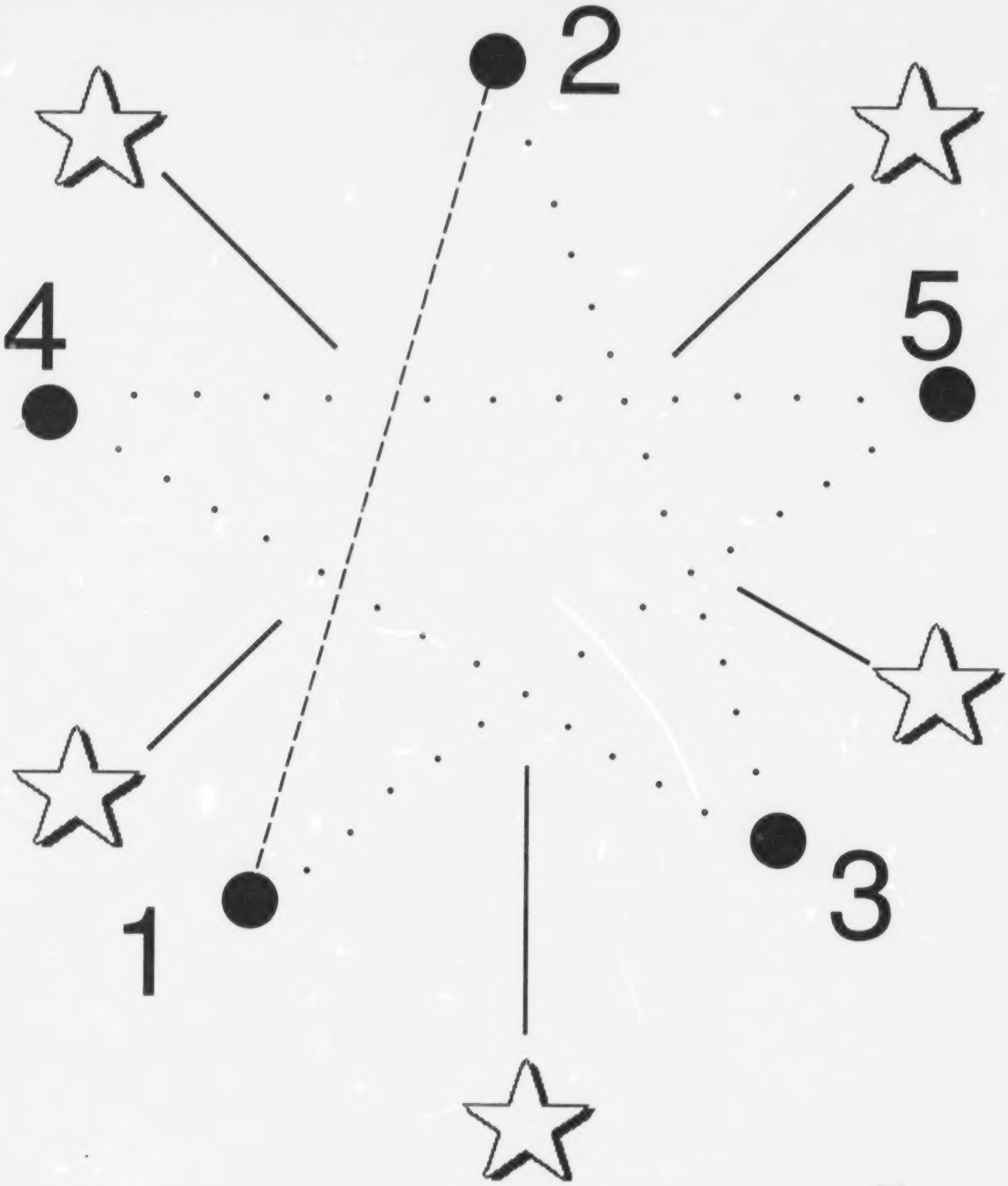
ESSENTIAL ELEMENT

Mathematics. Concepts and skills associated with the understanding of numbers (whole, integer, and nonnegative rational) and the place-value system. The student shall be provided opportunities to experience at the readiness level counting (objects).

NAME________________________________**DATE**________________

You Can Be a Star

Connect the dots in order to be a shining star.



LESSON OBJECTIVE

II.D-2. Identify people to talk to.

ASSESSMENT CRITERION

Identify accessible individuals who can counsel individuals when they need help.

ACTIVITIES & STRATEGIES

Ask students to name some people (particularly adults) they could talk to if they had a problem. Examples are a teacher, school counselor, school nurse, family member, police officer, doctor, and an adult friend.

Ask the students who they would talk to if:
- they had a bad cold
- they did not understand a math problem
- they did not want to walk across the street alone
- one of their friends wanted them to smoke a cigarette and they did not know what to do

After the discussion, hand out the "Shapes for Help" worksheet. Instruct the students to color the shapes as follows:

Triangle —— blue
Square —— yellow
Circle —— red
Oval —— green
Rectangle —— orange

Let them cut out the shapes and put them all on a bulletin board titled, "Shapes for Help."

RESOURCES & MATERIALS

Worksheet: "Shapes for Help"

Crayons, scissors

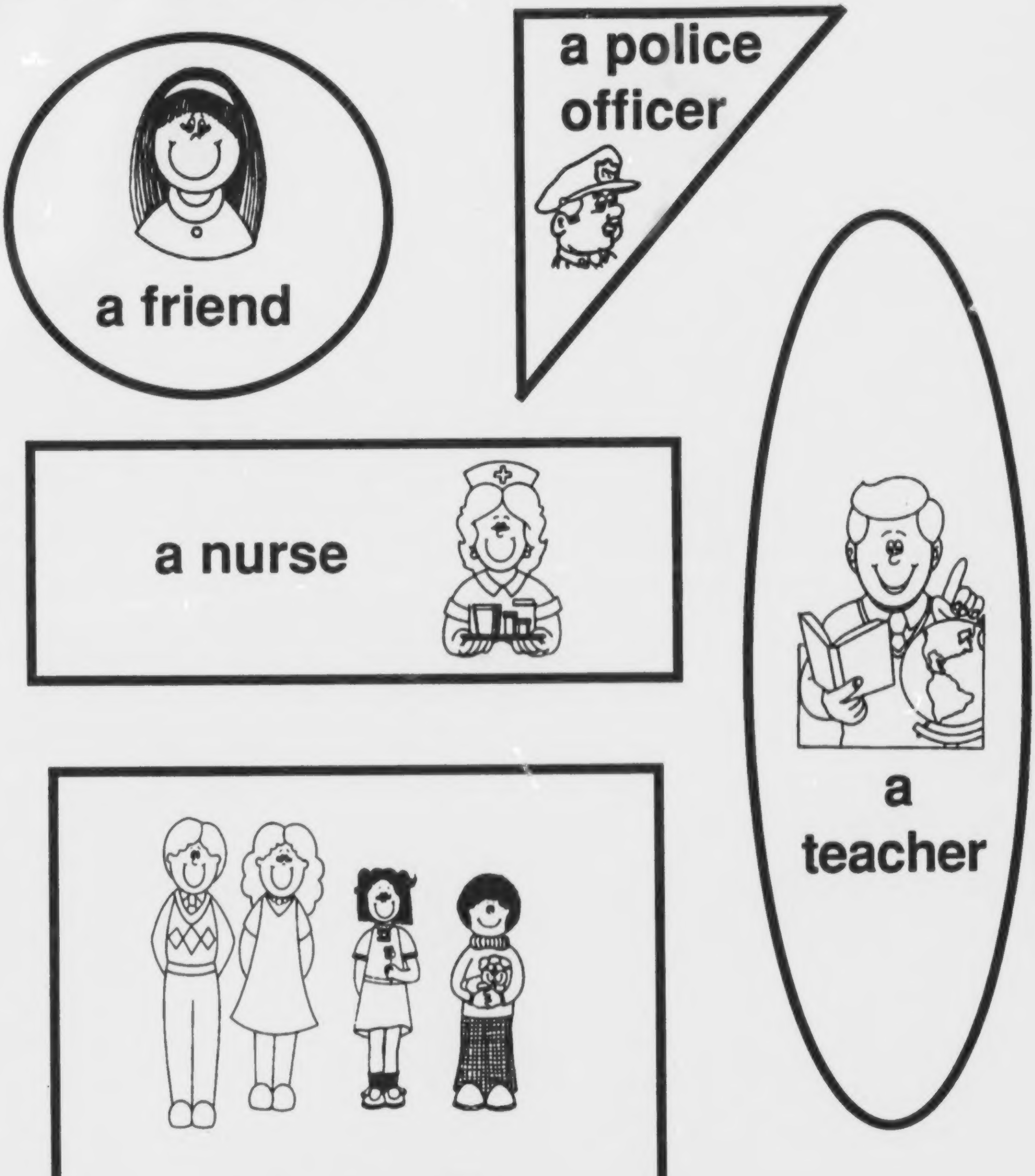
ESSENTIAL ELEMENT

Mathematics. Properties and relationships of geometric shapes and their applications. The student shall be provided opportunities to experience at the readiness level, size and shape and patterns.

NAME______________________________________ DATE____________________

Shapes for Help

Name each shape. Then color and cut out each shape. Identify the different people we can talk to in each shape.


a friend
a police officer
a nurse
a teacher
your family

LESSON OBJECTIVE

III.E-2. Participate in local drug-free activities that offer healthy alternatives to tobacco, alcohol, and other drug use.

Mathematics **Grade K**

TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Identify local drug-free activities (such as team sports, clubs, charitable organizations) for individual or group participation.

ACTIVITIES & STRATEGIES

Discuss one-to-one correspondence such as:
- cup to saucer
- hat to head
- smiles to happiness

Let students pair the pictures on the worksheet, "One to One," by connecting pairs with a line.

Then ask the students to pick the one pair on the page that is unhealthy.

Explain that the other three pairs are healthy alternatives to smoking and other drugs.

Explain the meaning of "alternatives" and discuss with students. Ask students to suggest healthy activities that would be appropriate for their ages.

RESOURCES & MATERIALS

Worksheet: "One to One"

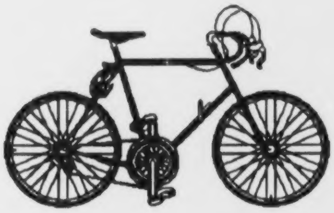
ESSENTIAL ELEMENT

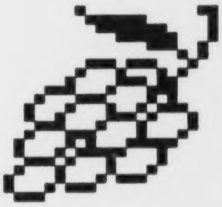
Mathematics. Concepts and skills associated with the understanding of numbers (whole, integer, and nonnegative rational) and the place-value system. The student shall be provided opportunities to experience at the readiness level one-to-one correspondence.

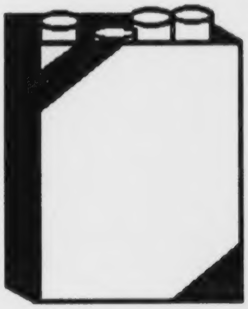
NAME________________________________ DATE____________________

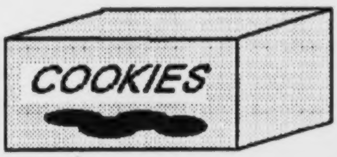
One-to-One

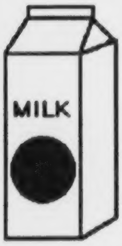
Match each object on one side of the paper to an object on the other side of the paper to make a pair. Three of these pairs are healthy. Circle the pair that is NOT healthy.

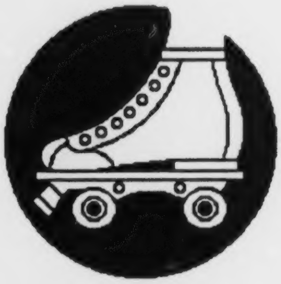


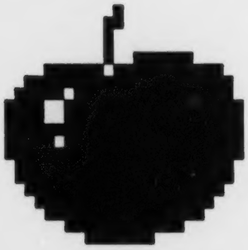












LESSON OBJECTIVE

III.A-2. Realize personal uniqueness.

ASSESSMENT CRITERIA

- Define unique.
- Explain factors that make an individual unique.

ACTIVITIES & STRATEGIES

Discuss the role of plants as producers that make food for animals and humans. Name foods that are produced by plants. Ask students to describe how they are alike and different--size, shape, texture, color, smell, and taste.

Let students take turns arranging food or plants according to texture, color, size, or shape. Explain that all the samples belong to the plant family, but all are different from each other. The same is true with people.

Make a large outline of a tree on butcher paper, including trunk and branches.

Have students trace their own hands on green construction paper, then tell them to cut out the hands and glue them to the branches of the trees as though they were leaves.

Display the "leaves" on the tree in the classroom to illustrate that we can be ourselves and be unique, yet still be part of the classroom group.

RESOURCES & MATERIALS

Samples of food produced as plants.

Butcher paper, green construction paper, markers, scissors, colors, tape

---

ESSENTIAL ELEMENTS

- *Science. The use of skills in acquiring data through the senses. The student shall be provided opportunities to observe color, texture, size, shape of objects.*
- *Science. The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to classify objects by comparing similarities and differences.*

LESSON OBJECTIVE

II.C-1. Identify and acknowledge federal, state, local, and school laws and policies regarding all aspects of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify reasons supporting the existence of these laws and policies.

ACTIVITIES & STRATEGIES

Display and discuss empty containers of items that are safe for children and other containers of items that are harmful. Examples are:

- milk jug
- bread wrapper
- cigarette pack
- cough medicine bottle
- snuff can
- potato chip bag
- toothpaste tube
- chewing tobacco pouch
- empty beer can

Discuss other items that are safe and healthy for children.

Allow students to come up to the desk and pick an item that is harmful. Let them throw these items in the trash, leaving only the safe and healthy things on the desk.

Ask students to list some school rules that protect children from the unsafe items and from unsafe activities. Discuss laws that protect children and reasons for special safety rules for children. Remind them that some products are safe under certain conditions and some are never safe, even for adults. In conclusion, ask students to name some of the substances contained in the products they trashed that are never safe, even for adults, and to tell why they are not safe. Ask students what they would do if offered an unsafe substance or if they were invited to participate in an unsafe activity.

RESOURCES & MATERIALS

Empty containers of safe and unsafe items

ESSENTIAL ELEMENT

Science. Manipulative laboratory skills. The student shall be provided opportunities to practice safety.

LESSON OBJECTIVES

III.B-1. Communicate thoughts, feelings, and opinions appropriately.
III.D-5. Define self-responsibility.

ASSESSMENT CRITERION

Identify healthy, socially acceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

ACTIVITIES & STRATEGIES

Explain that rules at home and school are to help us learn proper behavior. Explain the concepts of right and wrong behavior. Give a few examples of each such as:

- talking when the teacher says to be quiet (wrong)
- saying "please" when you want something (right)
- hitting another child (wrong)
- throwing trash in the trash can (right)

Ask students to name other right and wrong behaviors and write them on chart paper or on the board.

Explain the importance of following classroom rules. Have students list some of these rules. Discuss what happens if someone breaks them.

Invite a police officer to speak to the class about community rules and safety. Before the guest arrives, talk about what a police officer does and have students think of questions they would like to ask the police officer. List these questions on the board. Ask the speaker to answer these questions following his or her presentation. As a follow up, ask the children to name things they can do to be good citizens and to show respect for their family, school members, and community. List the responses on the board.

RESOURCES & MATERIALS

Chart paper or chalkboard

Guest speaker: police officer

TEACHER TIP

Children who are brought up to value individual responsibility and self-discipline and to have a clear sense of right and wrong are less likely to try drugs than those who are not.

ESSENTIAL ELEMENTS

- *Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to discuss socially acceptable and unacceptable behavior.*
- *Social studies. Institutions and processes of local, state, national, and other political systems. The student shall be provided opportunities to explain the need for rules.*

Social Studies **Grade K**

K

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.B-7. Recognize the importance of participating in family activities.

III.D-4. Formulate effective strategies for helping others who experience problems.

ASSESSMENT CRITERIA

- Identify activities in which families participate together.
- Identify examples of problems that an individual's friends or acquaintances might experience.

ACTIVITIES & STRATEGIES

Discuss ways in which people help each other at home, at school, and in the community. Ask the students:

- Who prepares the food at school?
- Who helps a person whose house is on fire?
- Who helps keep animals healthy?
- Who keeps your hair trimmed?
- Who helps you learn?
- Have you ever helped someone in your home?
- Have you ever helped someone in your school?

After class discussion, send a letter home with the worksheet, "I Can Help," to be completed by the parents:

Sample Letter

Dear ________,

Your child has been learning about the importance of being a helper at home. Will you please think of special jobs for him or her to do at home? List the jobs on the "I Can Help" form. Then have your child draw a smiling face in the box to the right each time a job is done. Remember to let this be his or her own responsibility. Please sign your name on the form and give it to your child to return to class by ____________

(Date)

RESOURCES & MATERIALS

Worksheet: "I Can Help"

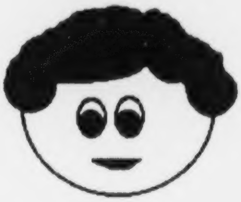
Letter for parent or guardian

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to discuss ways people help each other.

NAME________________________________ **DATE**________________

I Can Help



_______________ has completed the following tasks.

Student's name

	Smiley Face
1. ____________________________	
2. ____________________________	
3. ____________________________	
4. ____________________________	
5. ____________________________	
6. ____________________________	
7. ____________________________	

____________________ Date

____________________ Parent / Guardian's Signature

Social Studies Grade K

K

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

I.B-1. Observe how emotional stress leads to physical problems.

I.B-2. Describe the physical and emotional consequences of having a chemically dependent family member.

ASSESSMENT CRITERION

Describe the relationship between psychological or emotional stress and physical illness.

ACTIVITIES & STRATEGIES

Explain emotional stress.

Discuss the ways in which emotional stress can lead to physical problems. For example, stress can cause you to sleep poorly or not at all; it can upset your stomach; or it can cause headaches.

Ask students to talk about how they would feel if their parents, brothers, sisters, or friends were using drugs. Would they be worried? Would they be angry? Would they think it was their fault? What physical problems might occur if they felt so anxious?

Discuss reasons to discourage family members and friends from using drugs. For example:

- Drugs harm our bodies.
- Drugs cause people to be mixed up.
- Drugs cause people to do wrong things.
- Drugs cause people to make mistakes.
- Drugs cause people to hurt themselves and other people.

Explain that there are people students can turn to when they feel upset or sad. Ask students to name people with whom they could talk. Make sure they know about the school counselor, principal, and teachers, as well as community people such as members of the clergy and social services personnel.

RESOURCES & MATERIALS

TEACHER TIP

This lesson may lead to some very personal sharing by students. If the situation warrants, a counselor should be called in as a resource person for the class as a whole or for any individual child. This lesson may require more than one session.

TEACHER TIP

Anger, jealousy, fear, and sadness are strong emotions that can generate stress responses in an individual. Emotional stress produces physical reactions in the human body. These reactions include release of various hormones and enzymes, change in heart and breathing rate, increase in blood pressure, and the production of various chemicals in the body. If the body undergoes these physical reactions over an extended period of time because of continual emotional stress, physical disorders such as ulcers, headaches, high blood pressure, allergies, and even heart disease and stroke can result.

ESSENTIAL ELEMENT

Social studies. Institutions and processes of local, state, national,and other political systems. The student shall be provided opportunities to identify examples of right and wrong behavior.

LESSON OBJECTIVE

II.D-2. Identify people to talk to.

ASSESSMENT CRITERION

Identify accessible individuals who can counsel people when they need help.

ACTIVITIES & STRATEGIES

Discuss why it is important for every person to help other people.

Display pictures of people helping each other mixed with other pictures of people not helping. Ask students to identify the pictures of people helping.

Discuss people in the community who are there to help us and what they can help us with. For example, talk about police officers, fire department employees, nurses, doctors, paramedics, and counselors.

Use paper cups to make faces of doctors, nurses, police officers, dentists, mothers, and teachers on paper cups. If possible, have students label these helpers; for example, "Dr. Jones is Billy's doctor" or "Officer Brown is Sarah's friend." Then display them on a bulletin board entitled, "Who Will Help?"

Have students sing about helpers to the tune of "Farmer in the Dell." For example:

A nurse is a helper,
A nurse is a helper,
Oh, oh, I know, I know,
A nurse is a helper.

Repeat the song with other helpers.

Walk the students through the school to meet the principal, nurse, secretary, and counselor. Have children sing the appropriate song to each of them.

RESOURCES & MATERIALS

Paper cups, crayons, markers

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to discuss ways people can help each other.

Education for Self-Responsibility II:

PREVENTION OF DRUG USE

Sample Lessons

GRADE

1

WE'RE PUSHING FOR
A DRUG-FREE STATE

LESSON OBJECTIVES

III.A-1. Describe personal strengths and weaknesses.
III.D-1. Identify, develop, and practice effective decision-making skills.

ASSESSMENT CRITERION

Identify personal strengths, abilities, and assets.

Fine Arts **Grade 1**

1

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Have students construct a mobile showing their strengths and weaknesses by drawing pictures depicting their strengths on yellow stars and things they need to improve on white clouds. Hang the cutouts from a clothes hanger with yarn.

Discuss how we can emphasize our strengths and try again at things we do not do well.

Divide the class into six groups and assign a different feeling (sad, happy, angry, scared, bored, lonely, excited) to each group. Give each group a sign with a "feeling" on it.

Have each group of students create a block picture story of what they could do to change their feelings if they felt that way. For example, if students are in the "bored" group, they might draw themselves playing ball or reading a book.

After the groups have completed their drawings, let them share their work with the other groups by showing and discussing what they chose to do with their particular feelings.

Talk about why people feel better about themselves when they understand the choices they have for working out their feelings. Emphasize that it is okay for students to feel whatever they are feeling, but point out that uncomfortable feelings can be made better by taking proper actions.

RESOURCES & MATERIALS

Clothes hangers—one for each child

Yellow star and white cloud cutouts: enough for every child to have several of each

Yarn, crayons, hole punch

Large sheets of paper, crayons

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student will be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, and constructing three-dimensional forms.

LESSON OBJECTIVE

III.D-1. Identify, develop, and practice effective decision-making skills.

ASSESSMENT CRITERION

Identify effective decision-making skills.

ACTIVITIES & STRATEGIES

Explain why it is important for people to overcome bad personal habits.

Ask students to list bad habits that children have such as:
- biting fingernails
- watching too much TV
- drinking a lot of soft drinks
- eating too many sweets

Ask the students what would happen if they had these bad habits and had trouble overcoming them. Then ask what they could do in place of these bad habits. For example, they could play outside or read a book instead of watching TV.

Emphasize that people usually do not change their behavior unless they realize that bad things happen because of bad habits. That's why it's good for us to know our own bad habits. For example, biting your fingernails can cause the skin around the fingernails to bleed and make fingers hurt and look bad.

Have students draw a picture illustrating a good habit. Remind students that they can make choices to be healthy.

Read the book, *Berenstein Bears Too Much T.V.*

RESOURCES & MATERIALS

Crayons and paper

Berenstein Bears Too Much T.V. by Stan and Jan Berenstein

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify daily practices that promote nutritional health.

LESSON OBJECTIVES

III.B-3. Distinguish what individuals can control and what they cannot control.
III.D-1. Identify, develop, and practice effective decision-making skills.

ASSESSMENT CRITERION

Identify the aspects of life that are beyond an individual's control.

ACTIVITIES & STRATEGIES

Define an "emergency" (a sudden, unexpected occurrence that requires immediate action).

Have students name some emergencies that can occur in the home. List these on the board. Examples are:

- Mother cuts her finger with a knife.
- Small child accidentally swallows some bleach.
- Dad smashes his hand in the car door and breaks a finger.
- A friend falls off the slide.
- Baby pulls a pan off the stove onto herself.

Have a "share time" to allow students to talk about a past experience involving an emergency in the home.

Discuss the steps to be followed when an accidental poisoning occurs.

Have students complete the worksheet entitled, "Emergency—What Can I Do?"

RESOURCES & MATERIALS

Worksheet: "Emergency—What Can I Do?"

ESSENTIAL ELEMENT

Health. ·Concepts and skills that foster individual personal health and safety. The students shall be provided opportunities to recognize hazards in the environment and acquire knowledge and skills needed to avoid injury and to prevent accidents.

NAME ______________________ DATE ______________

EMERGENCY—What Can I Do ?

Step 1—Keep Calm	Step 2—Call for Help	Step 3—Collect Evidence

WHO TO CALL

Parent's Work Phone Number ______________

Police Phone Number ______________

Doctor's Phone Number ______________

HOW TO CALL FOR HELP

Dial 911 or O to ask for help.

Give your name.

Give your address.

Give your telephone number.

Tell exactly what the emergency is.

Remember to stay on the phone to answer any questions and to follow any directions you are given.

Health **Grade 1**

1

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Define and discuss the following words: alcohol, tobacco, illegal, marijuana, hazardous, caution.

Discuss such warnings as "CAUTION," "KEEP OUT OF REACH OF CHILDREN," "SLIPPERY FLOOR," and "HOT SURFACE." Show examples of things that carry these warnings. Take students for a walk around the school to find places (such as staircases and the cafeteria kitchen) where these and other similar warnings are posted.

Display a picture of Mr. Yuk. Discuss how Mr. Yuk helps children stay away from poisons and drugs.

Show examples of products found in the home and the school that should have the Mr. Yuk label. (See page 126.)

Discuss the term "illegal" and why it is necessary. Point out that alcohol and tobacco are illegal for children because they are very harmful. List the harmful effects to children and adults. Point out that marijuana is illegal for everyone and list the harmful effects. Conclude that individuals are healthier when they choose to stay drug free.

RESOURCES & MATERIALS

Glossary of terms, *ESR II*

Places or things (such as appliances and other products) with safety warnings

Mr. Yuk product list

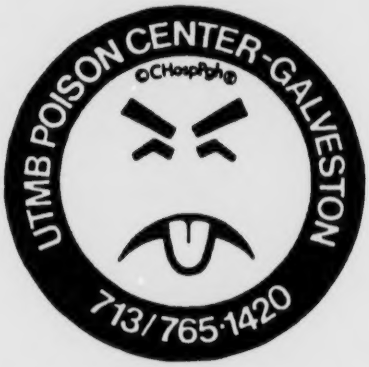
Empty containers of poisonous products such as bleach, detergent, soap, and gasoline

For more information:
Becky's Book (about drugs and good health), National Safety Council, Jackson, MS 49204. (1985-86 edition).

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs.

Teacher Resource



Put Mr. Yuk stickers on products such as these:

- Acids
- Aerosols
- Ammonia
- Antiseptics
- Aspirin
- Bathroom bowl cleaner
- Benzene
- Bubble bath
- Carbon tetrachloride
- Cigarettes
- Cleaning fluids
- Cologne
- Copper & brass cleaners
- Corn & wart remover
- Dandruff shampoo
- Dishwasher detergents
- Drain cleaners
- Drugs
- Epoxy glue
- Eye make-up
- Furniture polish
- Garden sprays
- Moth balls
- Gun cleaners
- Hair dyes
- Herbicides
- Insecticides
- Iodine
- Kerosone
- Mace (chemical)
- Model cement
- Nail polish
- Nail polish remover
- Narcotics
- Oven cleaner
- Paint
- Paint thinner
- Permanent wave solution
- Pesticides
- Petroleum distillates
- Pine oil
- Rodenticides
- Shaving lotion
- Silver polish
- Strychnine
- Turpentine
- Typewriter cleaner
- Vitamins
- Window wash solvent

Mr. Yuk stickers are available from The University of Texas Medical Branch (UTMB) Poison Center, Galveston, TX 77550-2774.

LESSON OBJECTIVES

III.A-4. Identify people, places, and events that influence personal lifestyle.
III.B-6. Explain the importance of rules and laws.

ASSESSMENT CRITERION

Describe events or consequences that would occur if rules and laws were not enforced.

ACTIVITIES & STRATEGIES

Define "law." (The rules of conduct established and enforced by the authority, legislation, or custom of a given community, state, country, or other group.)

Discuss the need to understand and follow rules established at home, at school, and in the community to ensure the safety of yourself and others.

Have students list some "Rules That Keep Us Safe" on the board.

Ask students, "What would happen if we did not have these rules to keep us safe?"

Invite guest speakers from community health organizations, police department, fire department, utility companies, and other groups to give presentations focusing on the following topics:

- Safety in the Home
- People Who Help Keep Us Safe
- Safety at School
- Safety in the Car
- Rules and Laws That Keep Us Safe

Before the speaker arrives, have the students think of questions to ask the speaker. List these questions on the board and allow time for the guest to answer them after completing his or her presentation.

RESOURCES & MATERIALS

Health Text

Copy of the school rules

Copy of basic traffic safety rules (available from the National Safety Council)

Guest speakers

ESSENTIAL ELEMENT

***Health.** Health-related concepts and skills that affect the well-being of people collectively. The students shall be provided opportunities to recognize interdependence of people and the environment and recognize personal responsibility for protecting the environment.*

LESSON OBJECTIVE

II.B-4. Recognize the risks of curiosity and experimentation.

ASSESSMENT CRITERION

Summarize ways in which an unwholesome curiosity and the willfulness to be tempted by new situations and sensations could increase an individual's likelihood of using tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Choose students to role play the characters and situations described below:

Characters:
Jo: New girl in school who is a friend of Sharon and Kelly.
Sharon: Jo's and Kelly's friend who always plays safely.
Kelly: Girl who always tries to get other kids to take unsafe risks.

Situation: The girls are swinging at recess, and Kelly dares Jo to jump off the swing when it is at its highest point.

After the role play, ask students the following questions:
- Who influenced Jo's decision the most? Why?
- What makes Sharon so determined to play safely?
- If you knew a person like Kelly, would you want to be her friend?

Characters:
Sally: Mario's friend who always tries to do what is right.
Mario: Sally's older friend who does not know the hazards of drinking alcohol.
David: Sally's friend who listens to everyone without thinking about what might happen.

Situation: Sally, Mario, and David are at the park on Saturday afternoon. Mario approaches Sally and David and offers them some beer.

After the role play, direct a discussion by asking students the following questions:
- How was David influenced?
- What might have happened if Sally was not so persistent?
- Do you think Mario was influenced by Sally's and David's decisions?

RESOURCES & MATERIALS

TEACHER TIP

Make up situations or incidents that are appropriate for the readiness and needs of your class.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize hazards in the environment and acquire knowledge and skills needed to avoid injury and to prevent accidents.

LESSON OBJECTIVE

II.D-2. Identify people to talk to.

ASSESSMENT CRITERION

Name accessible individuals who can help students.

ACTIVITIES & STRATEGIES	RESOURCES & MATERIALS
List on the board and show pictures of all the people who help us, including parents, friends, nurses, teachers, counselors, police officers, doctors, grandmothers, grandfathers, sisters, brothers, aunts, uncles, neighbors, and others.	Pictures of helpers
Start a discussion about getting help from an adult to take medicine by asking students the following questions: • How many of you have ever taken medicine? • Who gave you the medicine? • Who else can give you medicine? (nurse, doctor, parents)	
Stress that children must never take medicine without permission and help from an adult.	
Have students cut out pictures of people helping people. Then have them paste the pictures on the poster board to create a class collage.	Magazines, crayons, paste, scissors, and poster board
Invite the school nurse to the classroom to talk about the use of medicines at home and at school.	School nurse

---

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual health and safety. The student shall be provided opportunities to recognize need for adult supervision when taking medicines.

Language Arts **Grade 1**

1

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.A-1. Describe personal strengths and weaknesses.
III.A-2. Realize personal uniqueness.
III.A-3. Identify personal beliefs, values, and feelings.

ASSESSMENT CRITERIA

- Identify personal strengths, abilities, and assets.
- Explain factors that make an individual unique.

ACTIVITIES & STRATEGIES

Pass out the "Me-Shirt" worksheet. Ask the children to decorate the shirt with words that tell things they can do well or like to do.

Have students cut out the drawings and write their names or nicknames on the back of the shirt.

Display the shirts on a bulletin board or hang a string from one side of the room to the other and use clothespins to hang the shirts.

Have students make a shape booklet and put words and illustrations on each page that describe things they do well.

If possible, have children bring solid-colored T-shirts from home and decorate them using fabric crayons.

RESOURCES & MATERIALS

Worksheet: "Me-shirt"
Crayons, scissors

String, clothespins

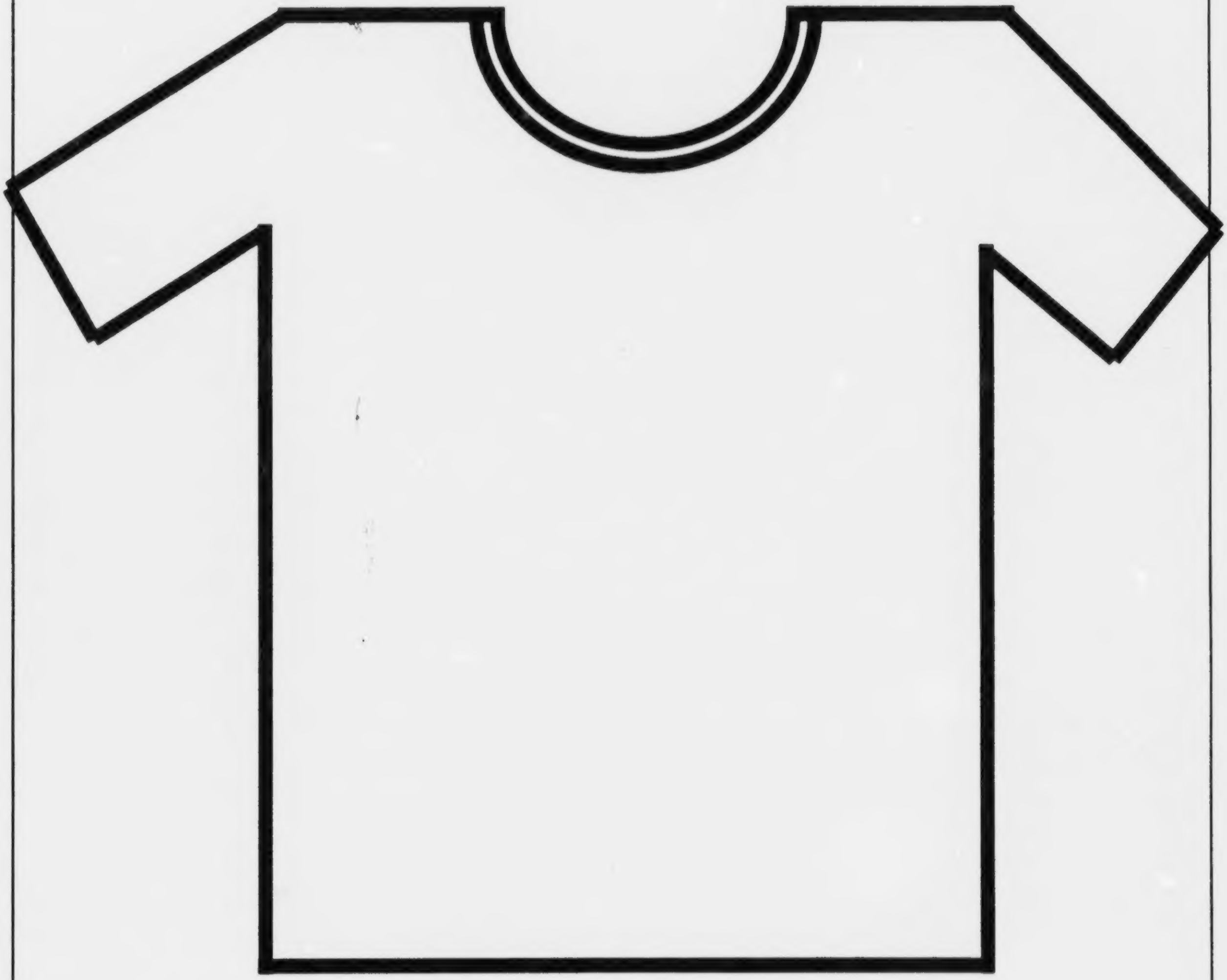
T-shirts, fabric crayons

ESSENTIAL ELEMENT

Language arts. Writing. Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to use information and ideas from personal experience as a source for writing.

NAME____DATE________________________

Me-Shirt



Language Arts **Grade 1**

1

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-1. Communicate thoughts, feelings, and opinions appropriately.

ASSESSMENT CRITERION

Identify healthy, socially acceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

ACTIVITIES & STRATEGIES

Have students make masks using paper plates and assorted supplies. Punch holes in sides of masks and tie on with strings.

Explain that sometimes people cover up their feelings. They wear masks to keep others from knowing what they are feeling. The mask they wear might be smiling when they are really feeling sad. Ask students if they have ever covered up their feelings this way.

Tell students that sometimes people hide their feelings by smiling, sometimes by hitting others, sometimes by clowning around, sometimes by blaming others, sometimes by being very quiet, sometimes by trying to run away. Stress that we all need to learn the healthy ways to show our feelings.

Explain that when we do not share our feelings, it becomes hard to stay close to our family and friends. Then we begin to find ways to hide what is really going on inside ourselves.

Ask how many students have gone to bed and thought about all the things that happened during the day. Encourage students to share these thoughts with their parents, their sisters and brothers, and their friends.

Ask children to name ways of expressing feelings such as:
- talking to a family member or friend
- listening to music that expresses what you are feeling
- drawing or painting pictures
- singing songs
- writing stories
- doing a good deed

Follow this with a short story, poem, or song about feelings.

RESOURCES & MATERIALS

Paper plates, buttons, yarn, paper, holepunch, colored paper, crayons, glue

TEACHER TIP

All people wear "masks" sometimes. It is every individual's responsibility to lower his or her own "mask" and let others know how he or she is feeling. People cover their feelings because they are afraid of not being accepted, or being embarrassed, or because they don't know other ways to express their feelings.

ESSENTIAL ELEMENT

Language arts. Speaking. Developing fluency in using oral language to communicate effectively. The student shall be provided opportunities to use a variety of words to express feelings and ideas.

Language Arts Grade 1

1

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.D-3. Relate the importance of friends and role models.

III.D-6. Practice effective listening, reading, and writing skills.

ASSESSMENT CRITERION

Describe the influence (both positive and negative) that role models have on an individual's behavior.

ACTIVITIES & STRATEGIES

Talk about what friendship means and point out that everyone needs a friend. Discuss what it means to be a good friend. For example, good friends:

- talk to each other
- listen carefully to each other
- help each other whenever they can
- share things
- play together

Ask the students, "What is the best way to make a new friend?" Write their answers on the board. Have students pair up and role play situations using the techniques for making friends listed on the board.

Stress that it is important for us to reach out to others to make friends.

Have each student complete the sentence, "A friend is ..." either in writing or orally.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Language arts. Speaking. Developing fluency in using oral language to communicate effectively. The student shall be provided opportunities to use a variety of words to express feelings and ideas.

LESSON OBJECTIVE

I.C-1. Describe potential risks of choosing friends who use tobacco, alcohol, or other drugs.

ASSESSMENT CRITERION

Describe how association with or proximity to individuals taking these risks jeopardizes other individuals.

ACTIVITIES & STRATEGIES

Ask students, "What can happen to you if you have a friend who doesn't follow the rules?" Then conduct a class discussion about the following situations:

- You and your friend are at the store. Your friend takes a candy bar off the shelf and eats it without paying for it. What might happen to your friend and to you?
- The whistle blows and recess is over. Your friend continues to play and does not line up. What can happen to you if you decide to stay and play with your friend?
- Your friend found a cigarette. He wants the two of you to smoke it together. What can happen to you if you decide to smoke with your friend?

An integral part of the discussion and the conclusions to any discussion of this nature should emphasize the following:

- Laws and rules are made for the good of society and individuals.
- Laws and rules are to be respected by each individual.
- Each individual has the responsibility to obey the rules of home, school, community, state, and nation.
- Individuals who do obey laws and rules are happy, productive citizens.

RESOURCES & MATERIALS

TEACHER TIP

If appropriate to your class, expand the discussion to include the possible consequences of associating with people who use drugs.

ESSENTIAL ELEMENT

Language arts. Speaking. Developing fluency in using oral language to communicate effectively. The student shall be provided opportunities to contribute ideas and information in group discussions.

Language Arts Grade 1

1

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-2. Demonstrate assertiveness and refusal skills.

ASSESSMENT CRITERION

Describe effective ways to reject offers of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Have children roleplay saying "no" to both friends and strangers when they are asked to use drugs.

Make a "Just Say No!" classroom banner and have all class members sign it.

Discuss ways children can resist peer pressure to try something harmful or illegal such as:
- walk away from the person pressuring you
- stop playing with the person pressuring you
- tell an adult what happened
- tell the person that you want to play something else

Let students put on a puppet show depicting children being pressured to use drugs, alcohol, or tobacco.

Have children suggest ways to discourage peers from doing harmful or illegal things. Examples are:
- refuse to play with children who are doing harmful or illegal things
- suggest activities that are safe and legal
- remind peers of the rules and what happens if we don't follow the rules

RESOURCES & MATERIALS

Book: *How to Say No and Keep Your Friends: Peer Pressure* by Sharon Scott, Human Resource Development Press, 22 Amherst Road, Amherst, MA 01002

"Just Say No!" pamphlet, $28.00 for 100, Superintendent of Documents, US Government Printing Office, Washington, D.C. 20402.

ESSENTIAL ELEMENT

Language arts. Speaking. Speaking to accomplish a variety of purposes: informing, expressing, persuading, entertaining. The student shall be provided opportunities to give a reason to persuade a peer or close adult.

Language Arts Grade 1

1

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-1. Describe the therapeutic use of medicine.

ASSESSMENT CRITERION

Identify conditions and situations in which drugs can be legally, responsibly, and therapeutically administered by licensed professionals who are morally, ethically, and legally responsible.

ACTIVITIES & STRATEGIES

Talk about the various forms of medicine such as capsules, inhalers, liquids, tablets, injections, and ointments.

Ask students the following questions:
- Have you ever had to take cough medicine?
- Have you ever had to have a shot?
- Have you ever had to take aspirin?
- Have you ever had to put ointment on a scrape or a cut?

Then discuss the following rules with the class:
- Never take medicine without an adult's supervision.
- Never take someone else's medicine.
- Always follow the directions on the medicine container.
- Keep all medicines in a safe place.
- Never take medicine for fun.

List all these rules on the chalkboard so the students can copy them onto the worksheet, "Remember My Rules." Instruct students to write two of the rules about medicine in the spaces provided. Then have them color the picture.

Display the worksheets around the room to remind students of the rules for taking medicine.

RESOURCES & MATERIALS

Caution students concerning use of aspirin. Invite a pharmacist or school nurse to speak to students concerning the use of aspirin and other medications.

Worksheet: "Remember My Rules"

ESSENTIAL ELEMENT

Language arts. Reading. Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to identify an explicitly stated idea.

NAME________________________________ DATE____________________

Remember My Rules

1. ____________________

____

____

____

____

____

____

2. ____________________

____

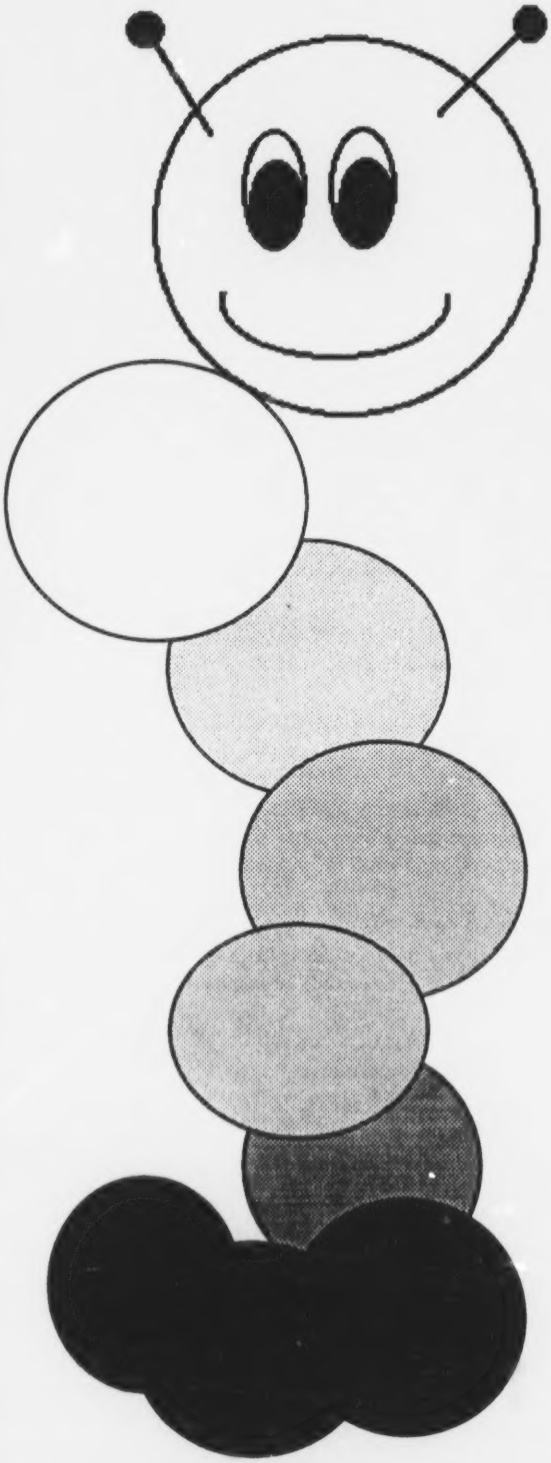
____

____

____

____

____



136

WE'RE PUSHING FOR
A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

Language Arts **Grade 1**

1

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-1. Describe the therapeutic use of medicine.

ASSESSMENT CRITERION

Identify conditions and situations in which drugs can be legally, responsibly, and therapeutically administered by licensed professionals who are morally, ethically, and legally responsible.

ACTIVITIES & STRATEGIES

Ask the students to name some household products and medicines found in their homes. List these on the board. When the list is complete, start at the top and ask the students the following questions:

- What is it used for?
- Is it safe to eat?
- Is it okay to touch or use without the permission and help of an adult?
- What might happen if I touched it or used it by myself, without an adult's permission?

Stress that children must never take medicine or use cleaning products without permission and help from an adult.

Have the children complete the worksheet, "Things I Can Do by Myself."

After completion, discuss the correct answers.

RESOURCES & MATERIALS

Worksheet: "Things I Can Do by Myself"

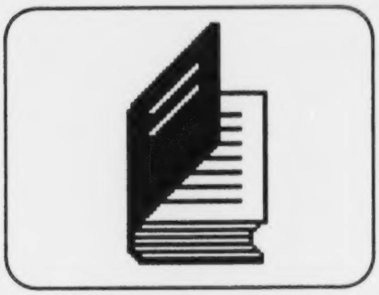
ESSENTIAL ELEMENT

Language arts. Reading. Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to predict possible future outcomes.

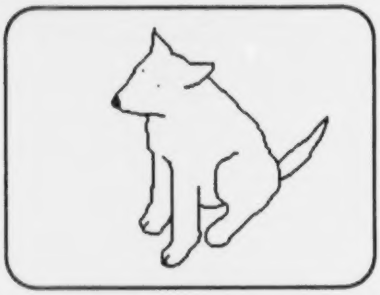
NAME____DATE__________________

Things I Can Do by Myself

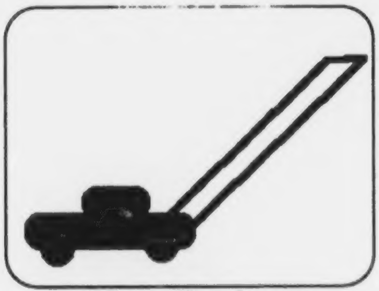
Put a circle around the things you can do by yourself and put an "X" over the things for which you need an adult's help.



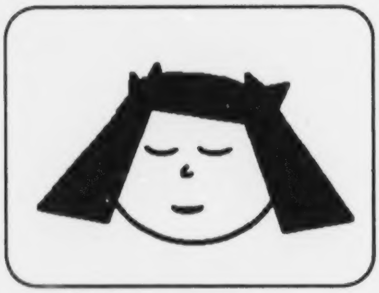
Read a book



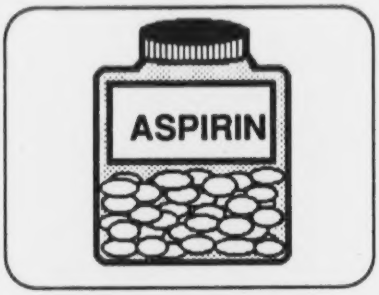
Play with the dog



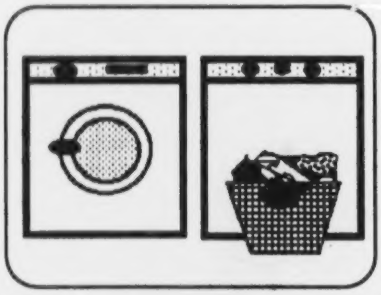
Mow the lawn



Take a nap



Take medicine



Do the laundry

LESSON OBJECTIVE

III.A-5. Recognize abilities and document achievements.

ASSESSMENT CRITERION

Identify personal abilities and personal achievements.

ACTIVITIES & STRATEGIES

Review concepts of subtraction and addition.

Help develop awareness of students' abilities by allowing students to talk about things that they can do. For example, have each child stand and say something that he or she can do, using the words, "I can ________ ."

Have students complete the worksheets, "Hop to It" and "Happy, Happy Me!"

RESOURCES & MATERIALS

Worksheets: "Hop to It" and "Happy, Happy Me!"

"Hop to It"
Answer Key: I can do it if I try.

"Happy, Happy Me!"
Answer Key: I'm the best me I can be.

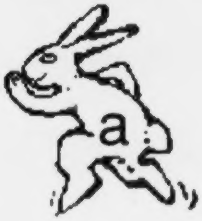
ESSENTIAL ELEMENT

Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to add and subtract whole numbers.

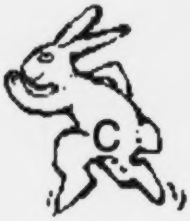
NAME______________________________ DATE____________________

Hop to It!

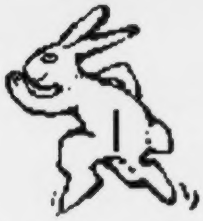
Solve these addition problems and use the correct answers to find the hidden message.



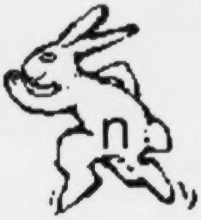
7 + 5 = _____



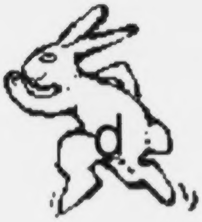
8 + 1 = _____



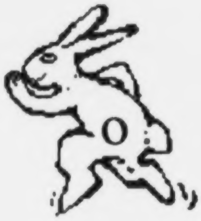
4 + 3 = _____



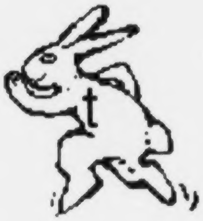
13 + 0 = _____



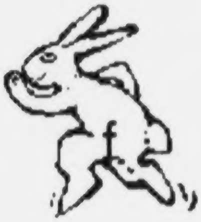
8 + 2 = _____



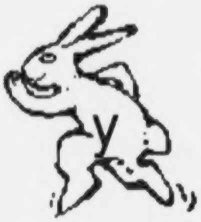
3 + 2 = _____



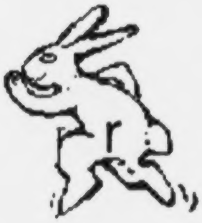
7 + 4 = _____



5 + 1 = _____



2 + 2 = _____



8 + 0 = _____

7   9   12   13   10   5   7   11

7   6   7   11   8   4 .

NAME________________________________ DATE____________________

Happy, Happy Me!

○
8 - 4 = _____

Ⓘ
7 - 2 = _____

ⓒ
6 - 6 = _____

ⓗ
11 - 5 = _____

ⓜ
2 - 0 = _____

ⓑ
10 - 3 = _____

ⓢ
12 - 4 = _____

ⓐ
9 - 6 = _____

ⓣ
3 - 2 = _____

ⓝ
11 - 1 = _____

,

___ ___ ___ ___ ___ ___ ___ ___ ___
5 2 1 6 4 7 4 8 1

___ ___ ___ ___ ___ ___
2 4 5 0 3 10

___ ___ !
7 4

Mathematics **Grade 1**

1

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.A-2. Realize personal uniqueness.

III.A-4. Identify people, places, and events that influence personal lifestyle.

ASSESSMENT CRITERION

Explain factors that make an individual unique.

ACTIVITIES & STRATEGIES

Discuss roles that students play every day. These might include:

- Susie's friend
- someone's daughter
- Juan's brother
- Aunt Lilly's niece

Discuss how we can play many different roles with many different people. Students, as a group, relate a story about one of these roles and, with teacher's help, write it as a rebus story.

Use the worksheet, "Who Am I?," and have students complete and color each section of the figure. Use a different color for each section.

Have students paste the worksheet on stiff paper and let dry. Then tell students to cut out the pieces and put the pieces of the puzzle together. When the puzzles are completed, discuss how each of us is not complete without the relationships we have with other people.

RESOURCES & MATERIALS

Worksheet: "Who Am I?"
Stiff paper, glue or paste, scissors

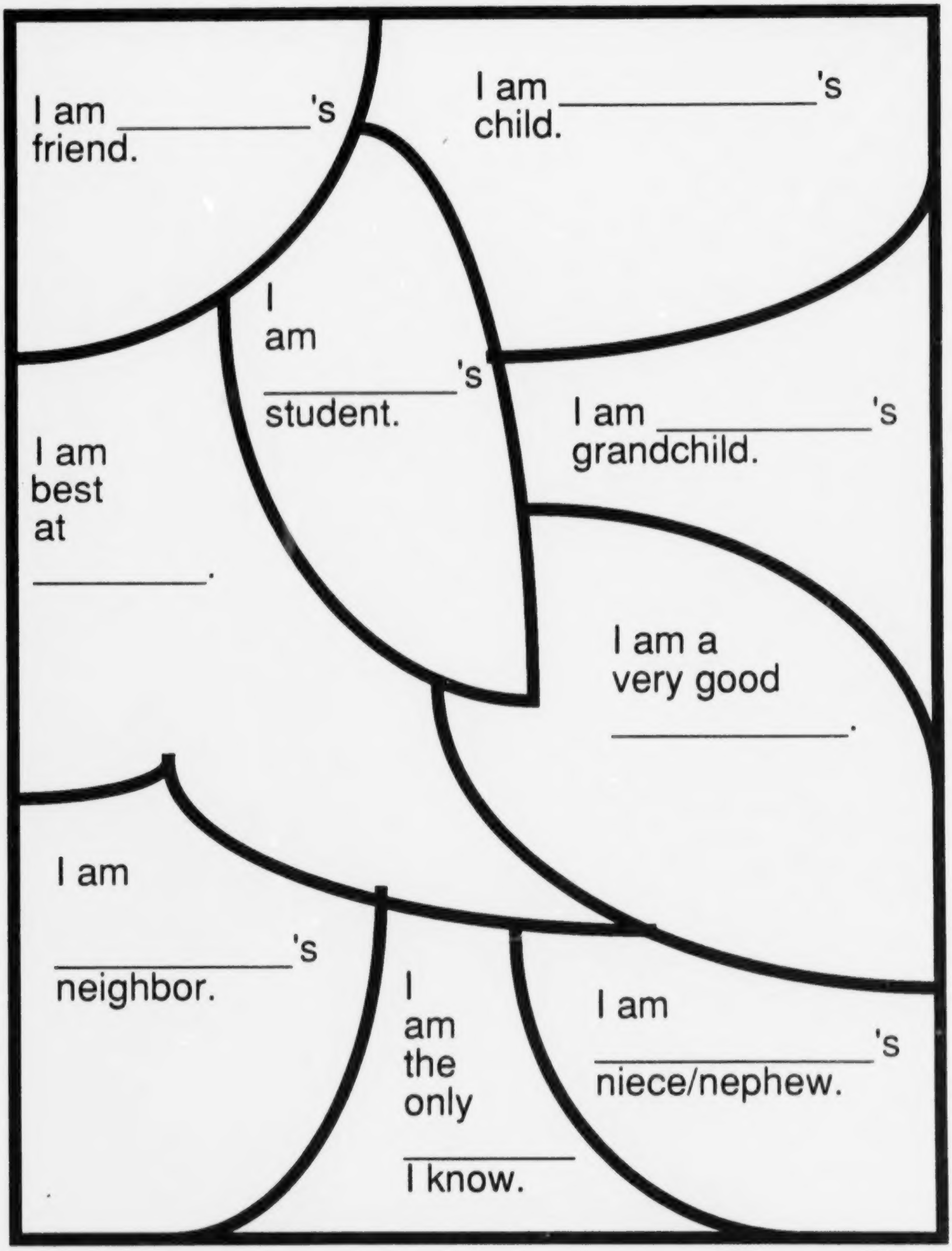
ESSENTIAL ELEMENT

***Mathematics.** Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to draw pictures depicting the joining and separating process.*

NAME________________________________ DATE________________

Who Am I?

Complete the sentences in each puzzle piece and color each piece a different color. Paste to stiff paper and cut out the pieces to make your puzzle.



I am __________'s friend.

I am ______________'s child.

I am __________'s student.

I am ___________'s grandchild.

I am best at _________.

I am a very good ____________.

I am ____________'s neighbor.

I am the only __________ I know.

I am ________________'s niece/nephew.

Mathematics **Grade 1**

1

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.A-2. Realize personal uniqueness
III.B-3. Distinguish what individuals can control and what they cannot control.

ASSESSMENT CRITERION

Explain the factors that make an individual unique.

ACTIVITIES & STRATEGIES

Discuss how each of us is different in size, shape, and color. Ask students what it would be like if we were all the same. How could we tell each other apart?

Match students with partners and give each student the worksheet, "Measure Me." Show them how to use a piece of string to determine the measurements around different parts of their bodies. Use a ruler to measure the length of the string in inches.

Have students compare their measurements and talk about how different they all are.

Discuss why we are the sizes that we are. Then ask students:

- Can we change how tall we are?
- If I pulled on your leg, would it grow?
- If I pushed on your finger, would it get smaller?

RESOURCES & MATERIALS

Worksheet: "Measure Me"
String, 12" ruler for each pair of students

TEACHER TIP

You might close this activity by reminding students that we do have choices that can help us stay healthy such as eating right, exercising, resting, and taking medicines only as prescribed by a doctor.

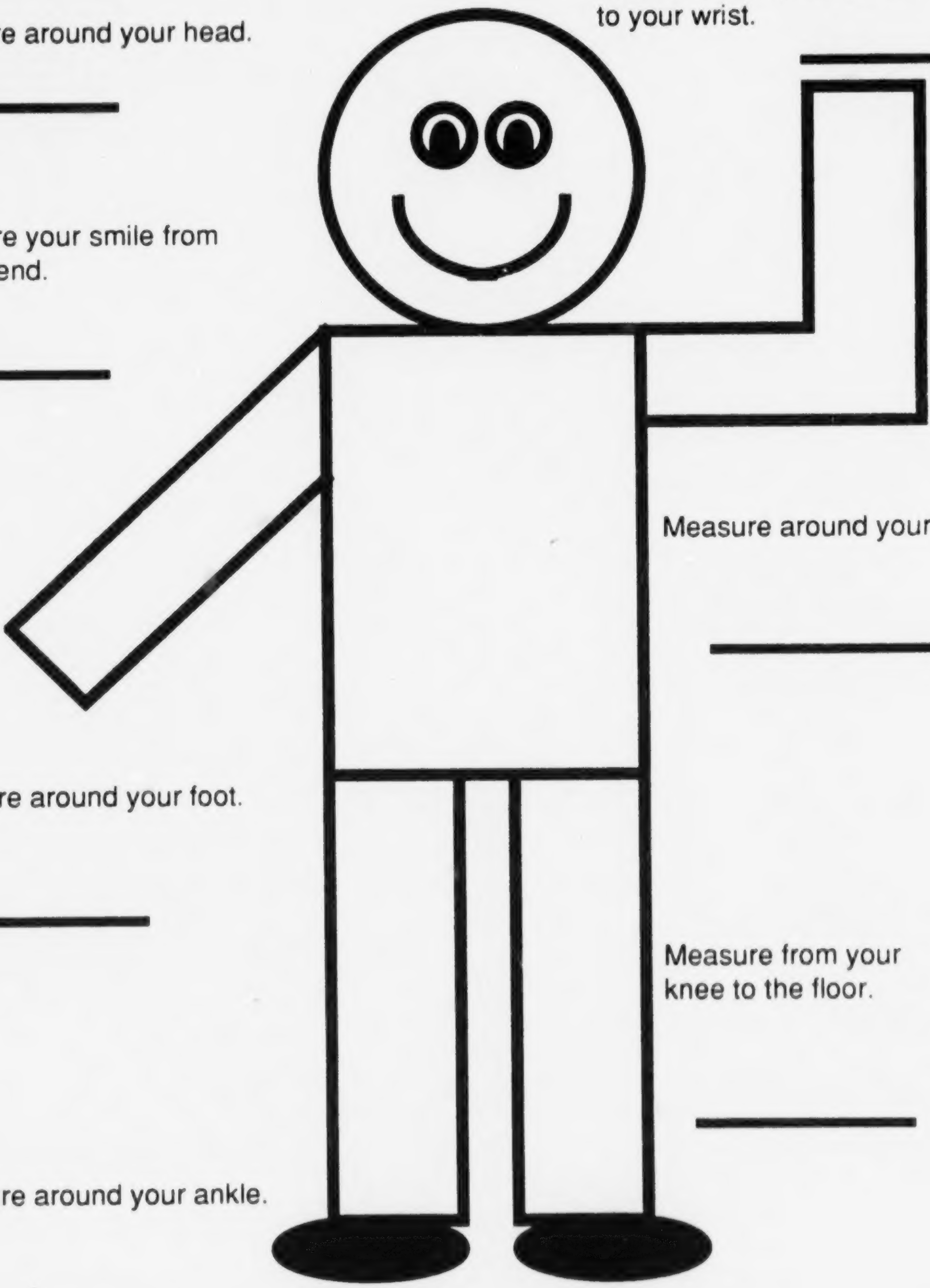
ESSENTIAL ELEMENT

Mathematics. Measurement concepts and skills using metric and customary units. The student shall be provided opportunities to measure (using measuring instruments) and to use measurement units for length.

NAME__________________________________ DATE____________________

Measure Me

Use this figure to record the measurements you and your partner take on yourself. You can help your partner take his or her measurements, too.



Measure around your head. ______________

Measure from your elbow to your wrist. ______________

Measure your smile from end to end. ______________

Measure around your wrist ______________

Measure around your foot. ______________

Measure from your knee to the floor. ______________

Measure around your ankle. ______________

LESSON OBJECTIVE

III.D-1. Identify, develop, and practice effective decision-making skills.

ASSESSMENT CRITERION

Identify effective decision-making skills.

Mathematics **Grade 1**

1

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Have the class observe as you ask three children of different sizes to hold out their arms. Place as many books as each can hold onto their arms.

Ask students the following questions:
- Can each student hold the same number of books?
- What happens when the students try to hold too many books?

Complete the worksheet, "The Boy Who Ate Too Many Cookies." Ask students how they think they might feel if they were Ricardo. How would their stomachs feel? Could that feeling have been prevented? How? Would they do it differently the next time?

Take two different-sized containers and fill each one to the top with water (or sand). Pour the water out of the smaller one. Ask students what they think will happen if you pour the water from the large container into the small container. After they guess, go ahead and pour.

Point out that each container worked well to hold a certain amount, but when the amount was too much, the container did not work.

RESOURCES & MATERIALS

Worksheet: "The Boy Who Ate Too Many Cookies"

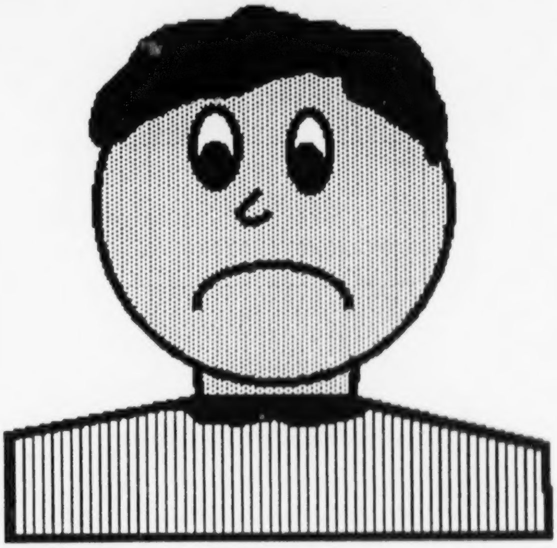
Substance Abuse Prevention Activities for Elementary Children by Timothy A. Gerne, Jr., Ed.D, and Patricia J. Gerne, R.N., C.A.C.

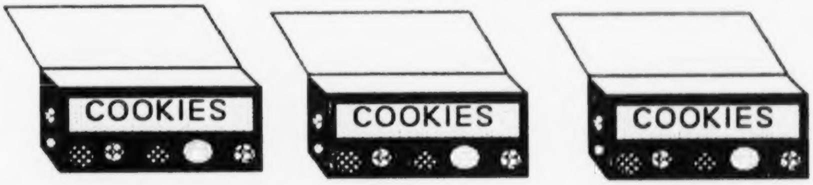
ESSENTIAL ELEMENTS

- *Mathematics. Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to apply addition and subtraction.*
- *Mathematics. Measurement concepts and skills using metric and customary units. The student shall be provided opportunities to use measurement units for weight/mass.*

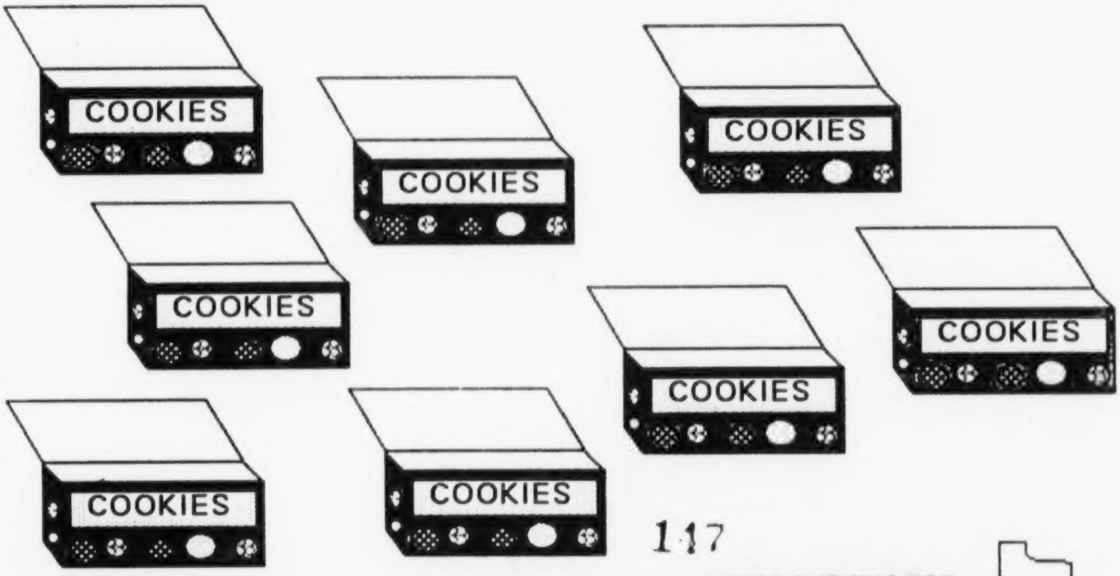
NAME________________________ DATE____________

The Boy Who Ate Too Many Cookies




COOKIES
COOKIES
COOKIES

Ricardo ate 7 boxes of cookies. How many more boxes are needed above to make 7?
Circle the correct number of cookie boxes below to make 7.


COOKIES
COOKIES
COOKIES
COOKIES
COOKIES
COOKIES
COOKIES
COOKIES
COOKIES

LESSON OBJECTIVES

III.B-3. Distinguish what individuals can control and what they cannot control.

III.B-5. Identify ways to cope with peer and social pressure to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Describe examples of peer and social pressure that cause individuals to use tobacco, alcohol, and other drugs.

Mathematics **Grade 1**

1

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Review addition and subtraction.

Discuss ways that friends try to pressure us to do things we don't want to do. Then ask students:

- What would you do if a friend wanted you to try a cigarette?
- What would you say to that friend?
- What are some other things we might be pressured to do by friends?
  - To steal something?
  - To play a trick on someone?
  - To try something harmful or risky?
  - To use drugs?

Have students complete the worksheets, "Balloons" and "Cars."

Conclude the lesson by asking students to read their messages aloud. Then ask students to respond to the question, "What did you learn from this activity?"

Optional activity:
Put addition problems and letters on cards and attach them to balloons. Hold balloons by strings and let students separate them to find the hidden message.

RESOURCES & MATERIALS

Worksheets: "Balloons" and "Cars"

"Balloons "
Answer Key: Say no to drugs.

"Cars"
Answer Key: Drugs are bad for you and me.

TEACHER TIP

Summarize this activity by stating that we must be responsible for our decisions and our actions.

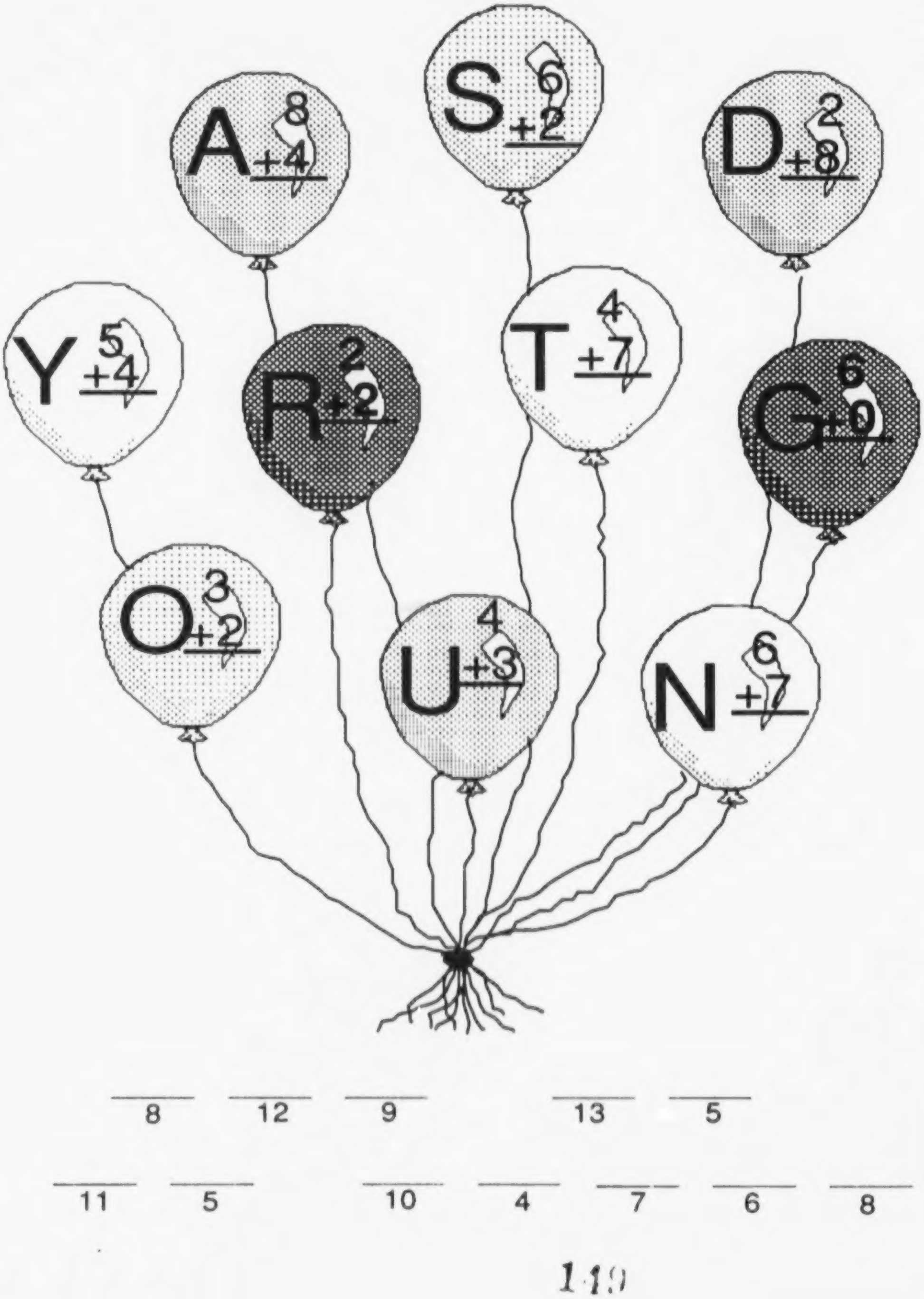
ESSENTIAL ELEMENT

Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to identify story situations depicting the joining and separating process.

NAME______________________________ DATE________________

Balloons

Solve these addition problems and use the correct answers to find the hidden message.


S 6 +2
A 8 +4
D 2 +8
Y 5 +4
R 2 +2
T 4 +7
G 6 +0
O 3 +2
U 4 +3
N 6 +7

____ 8 ____ 12 ____ 9   ____ 13 ____ 5

____ 11 ____ 5   ____ 10 ____ 4 ____ 7 ____ 6 ____ 8 !

NAME________________________________DATE____________________

Cars

Solve these subtraction problems and use the correct answers to find the hidden message.

D
9 - 4 = _____

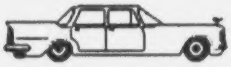
r
7 - 3 = _______

s
5 - 2 = _______

e
3 - 3 = ________

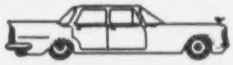
a
7 - 5 = ________

u
9 - 1= _____

g 
6 - 5 = _____

b
8 - 1= _____

o
10 - 1= _____

m 
9 - 3 = _____

f
10 - 0 = ____

n
13 - 2 = _____

y
14 - 1 = _______

_____ _____ _____ _____ _____   _____ _____ _____
5 4 8 1 3   2 4 0

_____ _____ _____   _____ _____ _____   _____ _____ _____
7 2 5   10 9 4   13 9 8

and _____ _____ .
6 0

Mathematics Grade 1

1

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.B-1. Observe how emotional stress leads to physical problems.

ASSESSMENT CRITERION

Describe the relationship between psychological or emotional stress and physical illness.

ACTIVITIES & STRATEGIES

Ask students the following questions:

- What do you feel like when you are upset?
- How does your tummy feel?
- How does your head feel?
- What are some things that make us feel upset?
- What are some things that make us feel mixed up or confused?

Explain that sometimes we feel jumbled like a puzzle that is apart and we need help getting ourselves back together.

Ask students to name some ways we can put ourselves back together when we feel "jumbled." Examples are:

- talk about it with parents, teachers, or a counselor
- think about it and try to solve the problem alone
- do something fun and try to feel better

Have students complete the worksheet, "Jumbled or Together."

Optional: Have some age-appropriate puzzles available and let students assemble them independently or working in pairs.

RESOURCES & MATERIALS

Worksheet: "Jumbled or Together"

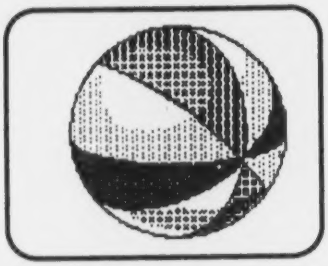
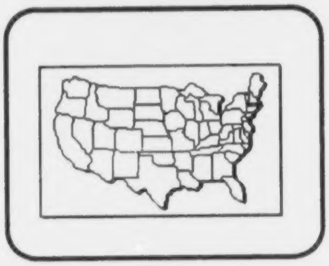
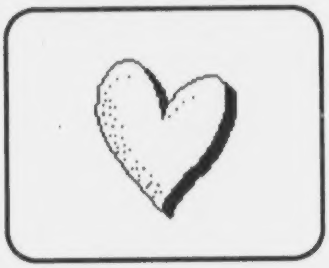
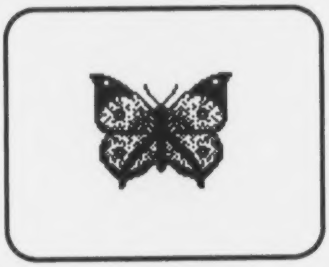
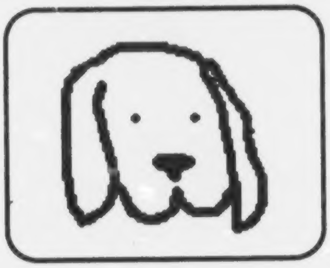
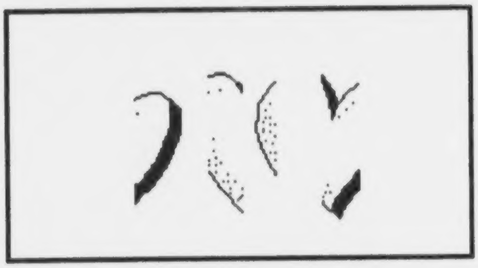
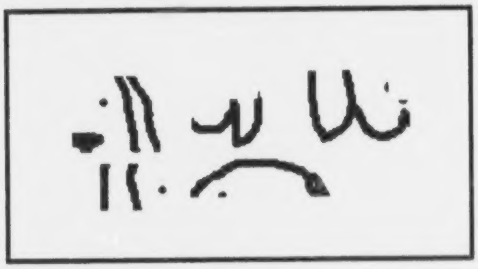
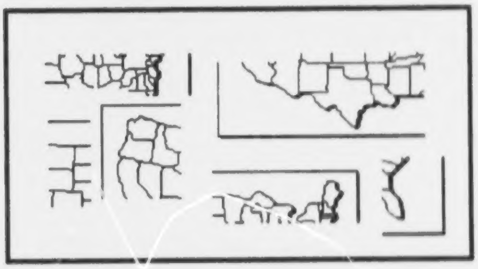
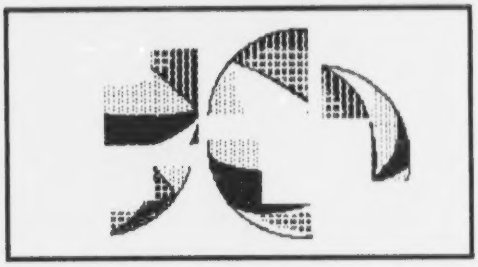
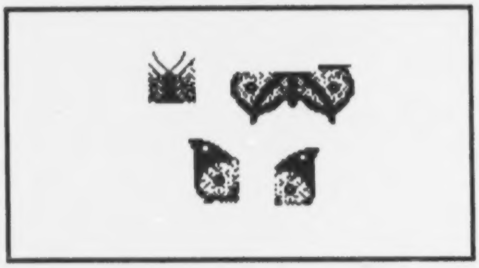
ESSENTIAL ELEMENT

Mathematics. Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to use modeling for presenting and solving problems.

NAME_____________________________________DATE_____________________

Jumbled or Together

Draw a line from each jumbled figure on the right to the matching completed picture on the left.

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of the use of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Review placing numbers on a number line.

Explain that substances that have an effect on our bodies are called drugs. Talk about things that are considered drugs such as:

- cigarettes
- snuff
- beer
- wine
- alcohol
- poisons
- marijuana
- crack
- pills

Ask students the following questions:

- Why is it harmful to take drugs?
- What can happen to your body if you take drugs?
- How could you help a friend if you knew he or she was taking drugs?

Complete the worksheet, "Learn More about Drugs."

Mathematics Grade 1

1

TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

Explain that pills that are prescribed by the doctor or given by a parent (such as vitamins or medicine) are not harmful if they are taken as directed and with adult supervision.

Worksheet: "Learn More About Drugs"

"Learn More About Drugs"
Answer Key

1. **harmful**
2. **drugs**
3. **are**
4. **alcohol**
5. **cigarettes**

ESSENTIAL ELEMENT

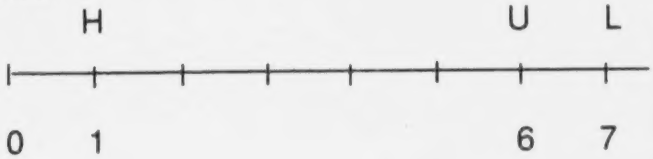
Mathematics. The representation of numbers on a line and pairs of numbers on a coordinate plane. The student shall be provided opportunities to locate points on a number line.

NAME________________________________ DATE________________

Learn More About Drugs

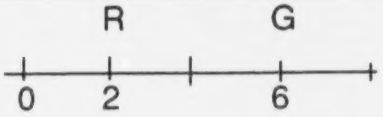
Write the letters and numbers in the correct position to form a word or words. Use these words to make a sentence.

1. (R,3) (F,5) (A,2) (M,4)



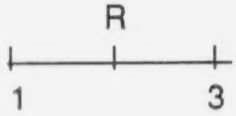
Write the word here________________________________

2. (D,0) (S,8) (U,4)



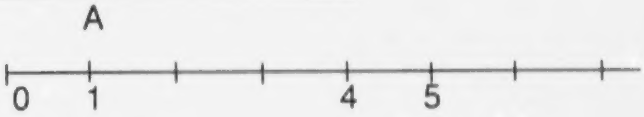
Write the word here________________________________

3. (A,1) (E,3)



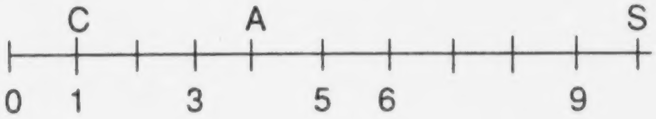
Write the word here________________________________

4. (H,5) (O,4&6) (L,2&7)
(C,3)



Write the word here________________________________

5. (R,5) (I,2) (G,3) (E,6&9)
(T,7&8)



Write the word here________________________________

Using the words you found above, write a sentence here.

____

LESSON OBJECTIVES

I.C-1. Describe potential risks of choosing friends who use tobacco, alcohol, and other drugs.

I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Describe how association with or proximity to individuals taking these risks jeopardizes other individuals.

Mathematics Grade 1

1

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Review addition.

Discuss how sometimes friends do things we don't want to do such as:
- disobeying parents
- disobeying teachers
- smoking a cigarette
- drinking a beer
- taking pills that are not prescribed for them

Ask students the following questions:
- What could happen if a friend of yours started using drugs?
- What could happen to you if you were with friends when they used drugs?
- Could you get into trouble if they got into trouble?
- Would you feel that you had to use drugs, too?

Have students complete the worksheet, "Friends and Drugs."

RESOURCES & MATERIALS

TEACHER TIP

Remember that "using drugs" does not only mean using the more dangerous or illegal drugs like cocaine, heroin, and marijuana. "Using drugs" can also mean using inhalants, tobacco, and alcohol.

TEACHER TIP

Caution: Be sure to lead student discussion to an understanding of the danger of drug use.

Worksheet: "Friends and Drugs"

"Friends and Drugs"
Answer Key

Being my friend means not using drugs.

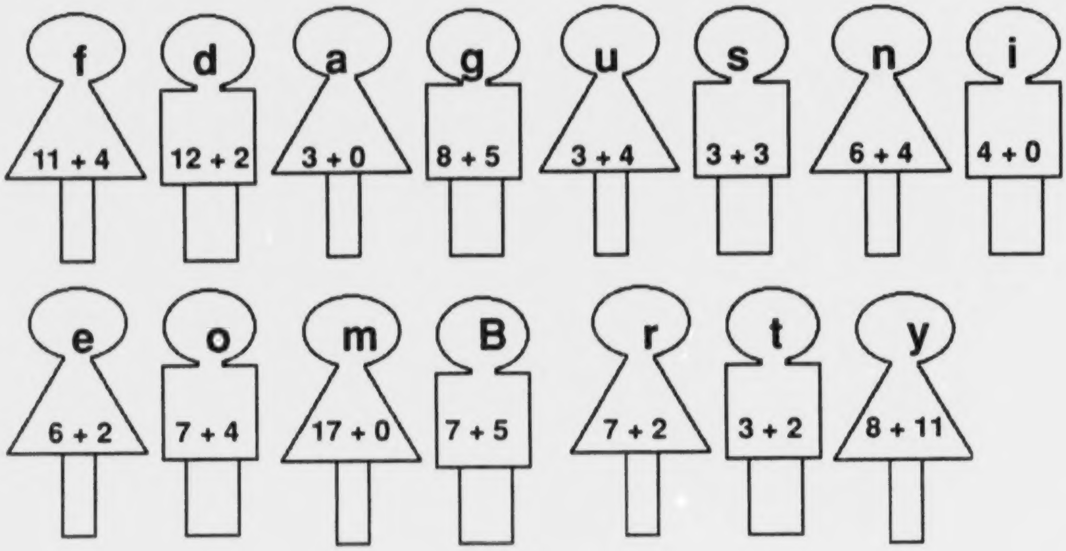
ESSENTIAL ELEMENT

Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to add and subtract whole numbers.

NAME______________________________ DATE________________

Friends and Drugs

Solve these addition problems and use the correct answers to find the hidden message.


f
11 + 4
d
12 + 2
a
3 + 0
g
8 + 5
u
3 + 4
s
3 + 3
n
6 + 4
i
4 + 0
e
6 + 2
o
7 + 4
m
17 + 0
B
7 + 5
r
7 + 2
t
3 + 2
y
8 + 11

12 8 4 10 13 ______ 17 19

15 9 4 8 10 14

17 8 3 10 6 ______ 10 11 5

7 6 4 10 13

14 9 7 13 6

Mathematics **Grade 1**

1

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-1. Describe the therapeutic use of medicine.

ASSESSMENT CRITERION

Describe how drugs are used medicinally and in a therapeutic manner to cure or improve mental or physical health impairments.

ACTIVITIES & STRATEGIES

Review time measurement in hours, including how to read clocks, both digital and conventional.

Talk about why we need to know what time it is:
- to get to school on time
- to go to bed on time
- to watch a favorite movie or TV show
- to take some medicine if we are sick

Continue the discussion with questions about taking medicine:
- Why do we have to know what time to take our medicine?
- Should first graders take medicine by themselves?
- Who helps us with our medicine?

Explain that sometimes a doctor will tell us to take our medicine at a certain time. The doctor may say:
- Take two pills every four hours.
- Take one-half spoonful every six hours.
- Take one capsule every 12 hours.

Stress that it is very important to follow the directions.

Complete the worksheet, "Time to Get Well."

RESOURCES & MATERIALS

Worksheet: "Time to Get Well"

ESSENTIAL ELEMENT

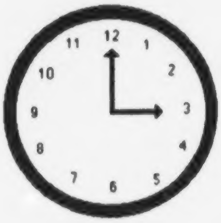
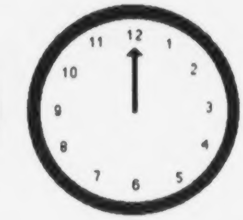
Mathematics. Measurement concepts and skills using metric and customary units. The student shall be provided opportunities to measure (using measuring instruments) and use measurement units for time.

NAME________________________________ DATE____________________

Time to Get Well

Read medicine labels. Fill in each clock to show what time it will be when it is time to take the medicine again.

Every 6 hours.

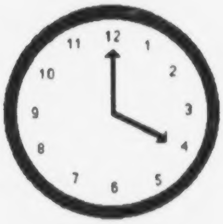
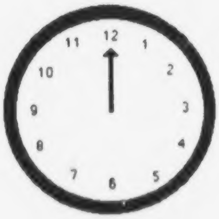



Every
2 hours.

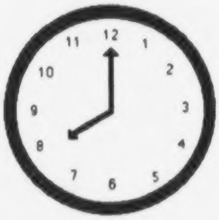
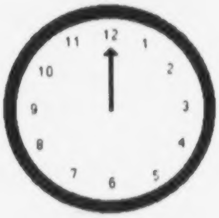
10 : 00

__ : 00

Every
5
hours.

Every
3 hours.

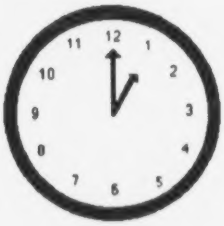
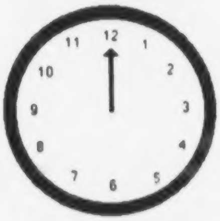



Every 8 hours.

1 :00

__ : 00

Every 7 hours.

LESSON OBJECTIVE

II.B-1. Describe the therapeutic use of medicine.

Mathematics **Grade 1**

1

TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Identify conditions and situations in which drugs can be legally, responsibly, and therapeutically administered by licensed professionals who are morally, ethically, and legally responsible.

ACTIVITIES & STRATEGIES

Review ordering numbers.

Discuss safe people to take medicine from such as:
- a parent
- a school nurse
- a doctor
- a grandparent
- a pharmacist

Talk about unsafe places where we might find medicine such as:
- on the ground
- in a medicine cabinet, without an adult to be sure we are taking the drug safely
- from a stranger
- from a friend who is not an adult
- in someone's desk
- in someone's purse

Discuss why it is not safe to take medicines from these places:
- We may not know what the medicines are.
- We won't know to whom the medicine belongs.

Why is it important to get help when we need to take medicine?
- We need to be sure to take the right amount of medicine, and we may need help to measure it.
- We need to be sure to take the medicine at the right times.

Have students complete the worksheet, "Where Do We Get Medicine?"

RESOURCES & MATERIALS

"Where Do We Get Medicine?"

Answer Key

We can get medicine from a doctor or at a store.

Never take medicine from a friend or a stranger.

Worksheet: "Where Do We Get Medicine?"

ESSENTIAL ELEMENT

Mathematics. The use of probability and statistics to collect and interpret data. The student shall be provided opportunities to order numbers.

NAME________________________ DATE________________

Where Do We Get Medicine?

Place these numbers in order and find the hidden message.

11 store
7 doctor
3 get
8 or
2 can
5 from

4 medicine
1 We
10 a
6 a
9 at

10 take
42 stranger
20 medicine
30 friend
25 a

35 or
5 Never
40 a
23 from

Mathematics **Grade 1**

1

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.A-2. Recognize primary effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Define the primary physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Review ordering numbers.

Discuss the basic facts about alcohol:
- It is a drug.
- It can be beer, wine, wine cooler, or liquor.
- It is harmful.
- It is not healthy for children.
- It is illegal for children.

Discuss basic facts about tobacco.
- It is a drug.
- It can be cigarettes, cigars, snuff, or chewing tobacco.
- It is harmful.
- It is not healthy for people.
- It is illegal for children.

Have students complete the worksheet, "Don't Try It," to find the hidden message concerning alcohol and tobacco.

RESOURCES & MATERIALS

Worksheet: "Don't Try It"

"Don't Try It!"
Answer Key

Drinking beer and wine coolers can make you sick.

Dipping snuff and smoking cigarettes can hurt you.

ESSENTIAL ELEMENT

Mathematics. The representation of numbers on a line and pairs of numbers on a coordinate plane. The student shall be provided opportunities to order numbers.

NAME________________________________ DATE____________________

Don't Try It!

Place these numbers in order and find the hidden message.

30 you

41 sick

4 wine

3 and

2 beer

8 coolers

20 make

9 can

1 Drinking

____

____

80 you

20 snuff

60 can

40 smoking

50 cigarettes

70 hurt

10 Dipping

30 and

____

____

LESSON OBJECTIVE

III.B-6. Explain the importance of rules and laws.

ASSESSMENT CRITERION

Describe events or consequences that would occur if the rule or law were not enforced.

ACTIVITIES & STRATEGIES

Talk about the concept of ordering numbers.

Ask students to suggest rules that we must follow at home or at school.

Ask students the following questions:

- Why do we have rules?
- What would happen if we did not have rules?
- How do rules help us and keep us safe?

Have students complete the worksheet, "Learning About Rules." Read the hidden messages in class after papers are completed and scored.

RESOURCES & MATERIALS

Worksheet: "Learning About Rules"

"Learning About Rules"
Answer Key

There are rules to follow at home and at school.

Following rules is easy and fun to do.

ESSENTIAL ELEMENT

Mathematics. The representation of numbers on a line and pairs of numbers on a coordinate plane. The student shall be provided opportunities to order numbers.

NAME________________________________ DATE____________________

Learning About Rules

Order these numbers from least to greatest to find the hidden message. Write the hidden message on the line below each set of numbers.

6 home
9 school
8 at
5 at
2 rules

7 and
0 There
1 are
4 follow
3 to

____

____

10 We
70 safe
50 keep
30 rules

60 us
20 have
40 to

____

____

40 do
10 rules
25 and
15 is

35 to
30 fun
5 Following
20 easy

____

____

LESSON OBJECTIVE

III.E-1. List healthy alternatives to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify activities, habits, and attitudes that promote healthy lifestyles.

Mathematics **Grade 1**

1

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Review classifying objects as in the following example:
- breakfast foods
- lunch foods
- supper foods

Have students list foods in the appropriate category. Some foods, like bread, can be listed in more than one category.

Move on to discuss things we can do with friends, with family, or alone that are fun and healthy.

Have each student complete the worksheet, "Healthy Things I Can Do." If students cannot write, they can draw pictures.

After they complete the worksheet, have students raise their hands to show whether they circled friends, family, or alone for Questions 1 and 2. Show results on the board.

Ask volunteers to share some things we can do with friends, family, or alone.

RESOURCES & MATERIALS

Worksheet: "Healthy Things I Can Do"

ESSENTIAL ELEMENT

***Mathematics.** The use of probability and statistics to collect and interpret data. The student shall be provided opportunities to classify objects.*

NAME________________________________DATE____________________

Healthy Things I Can Do

Think of healthy things you can do. Write them in the right space to show whether you do them with friends, with your family, or alone.

Things I Can Do with Friends	Things I Can Do with My Family	Things I Can Do Alone
How many things? __________________	How many things? __________________	How many things? __________________

1. Circle the group that had the most things listed.

friends family alone

2. Circle the group that had the fewest things listed.

friends family alone

Mathematics Grade 1

1

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.D-2. Identify people to talk to.

ASSESSMENT CRITERION

Identify accessible individuals who can counsel individuals about drug-related problems.

ACTIVITIES & STRATEGIES

Have students name adults they can talk to such as parents, family friends, teachers, nurses, doctors, aunts, uncles, and grandparents. Ask them to list situations and times when they should talk to adults.

On the worksheet, "People I Can Talk To," have students write the name of a specific person that they can talk to in each section of the puzzle. Then instruct them to color each piece a different shade and paste onto stiff paper. Students can then cut out pieces and practice assembling and disassembling the puzzle.

RESOURCES & MATERIALS

Worksheet: "People I Can Talk To"
Scissors, stiff paper, crayons

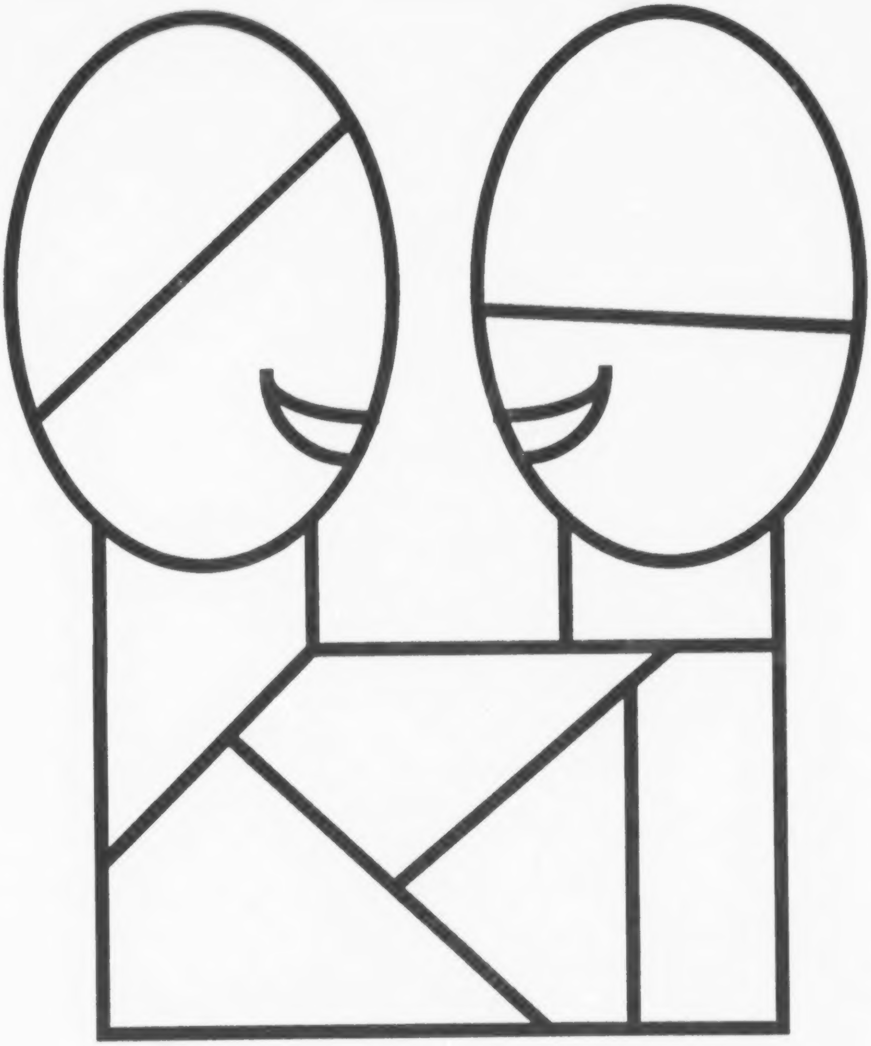
ESSENTIAL ELEMENT

Mathematics. Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to draw pictures depicting the joining and separating process.

NAME________________________________ DATE____________________

People I Can Talk To

Write the names of people you can talk to in each space of the picture. Follow the teacher's instructions to make your puzzle.



168

WE'RE PUSHING FOR
A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

Science Grade 1

1

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.B-2. Demonstrate assertiveness and refusal skills.
III.D-1. Identify, develop, and practice effective decision-making skills.

ASSESSMENT CRITERION

Describe effective ways to reject offers of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Emphasize proper use of medicines and give examples of who can give medicine: nurse, parent, teacher, responsible adult.

Show medicine such as baby aspirin or cold tablets and candy that looks like medicine. Discuss the differences between the two. Point out that even though medicines are made to taste good, they should not be used any other way except as medicines when a person is sick.

Ask the children to role play what they would do in the following situations:

- finding a bottle of pills on the playground
- finding a younger brother or sister playing with a bottle of medicine
- playing with older children who want to experiment with illegal drugs
- being pressured by an older friend who tries to get you to smoke a cigarette
- being encouraged by your older friends to sniff glue or spray paint
- finding a used syringe on a public playground

RESOURCES & MATERIALS

TEACHER TIP

This lesson could be a springboard to a game about all kinds of situations. A McGruff puppet would be an effective tool for expanding the ideas presented.

ESSENTIAL ELEMENT

Science. The use of skills in acquiring data through the senses. Observe the differences and similarities in the physical world.

LESSON OBJECTIVE

II.A-1. Name and categorize various types of drugs, medicines, and abused substances.

ASSESSMENT CRITERION

Name the five senses and the importance of each.

ACTIVITIES & STRATEGIES

Introduce a lesson on the five senses—sight, hearing, smell, taste, touch. Discuss generally the importance of each of the five senses; then let children give examples of times when one of the senses helped protect them from an accident or something unpleasant. Specifically point out that the senses of sight and smell may prevent accidental poisoning or ingestion of a substance that could cause illness.

Display pictures of an eye, a nose, an ear, a mouth, and a hand on the wall or hang from the ceiling a few feet apart. Ask students to stand underneath or beside the one they consider most important to them. When students are grouped in this manner, have them sit where they are and, as a group, develop a skit to present to the class such as:

I am your eye.
I let you see.
If you need to take medicine, I help your parent read the label so you will get the proper medicine in the proper amount. Or, if a substance is poisonous, I help you read the warning. (Show a Mr. Yuk symbol.)

I am your nose.
I let you smell.
If you are about to drink something that will harm you, I can warn you. (Show an empty chlorine bleach container or a similar item.) If something smells strange to you, I warn you not to put it in your mouth.

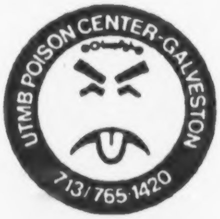
Repeat for the senses of hearing, taste, and touch.

Conclude by emphasizing that each of the five senses performs an important task and enhances pleasure in everything around you. In addition, your senses can help protect you from hazards.

RESOURCES & MATERIALS

Pictures or drawings depicting the five senses, string for hanging or tape for putting pictures on the wall

Mr. Yuk symbol



UTMB POISON CENTER
Univ. of Texas Medical Branch
Galveston, Texas 77550

Empty chlorine bleach container and similar items to touch and smell

Fruit to taste and touch

ESSENTIAL ELEMENT

Science. Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to name the senses.

LESSON OBJECTIVE

II.A-1. Name and categorize various types of drugs, medicines, and abused substances

ASSESSMENT CRITERION

Identify examples of chemical substances that can be harmful if used improperly.

ACTIVITIES & STRATEGIES

Using a large drawing of a home, point out the rooms that may contain harmful chemicals or substances such as:

- Bathroom—nail polish and remover, hair spray, cleaning products, lotion
- Kitchen—oven cleaner, dishwashing detergent, cleaning products
- Garage—gasoline, insecticides, paints
- Office—liquid paper
- Utility room—detergent, bleach

Divide the class into groups and assign each group a room in the house. Have each group discuss substances in the room that can be harmful if improperly used. Also tell groups to list safety rules for keeping the harmful things away from children and pets.

Have students create labels to take home and place in the various rooms of their homes to remind them and their families to keep harmful chemicals and substances away from children and pets.

RESOURCES & MATERIALS

Large drawing of a house

Empty containers of harmful products

Construction paper, crayon, scissors, glue

ESSENTIAL ELEMENT

Science. The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to classify objects by comparing similarities and differences and to classify objects from the environment.

Social Studies Grade 1

1

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.B-1. Communicate thoughts, feelings, and opinions appropriately.
III.A-2. Realize personal uniqueness.

ASSESSMENT CRITERION

Identify healthy, socially acceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

ACTIVITIES & STRATEGIES

Remind the students how they feel when they get a nice compliment from a friend or family member. Ask students to share experiences when they have felt that nice warm feeling.

Have each student pick a classmate's name from a box and make a "warm fuzzy" for that person.

Have students color and decorate the worksheet, "Warm Fuzzy," with cotton balls or make a "warm fuzzy" using circles of synthetic fur and moveable eyes.

Tell students to write a nice sentence about the person whose name was drawn and give it to the classmate along with the "warm fuzzy."

RESOURCES & MATERIALS

Slips of paper with one student's name on each slip

Worksheet: "Warm Fuzzy"

Yarn, synthetic fur, moveable eyes, cotton balls, glue, pencils

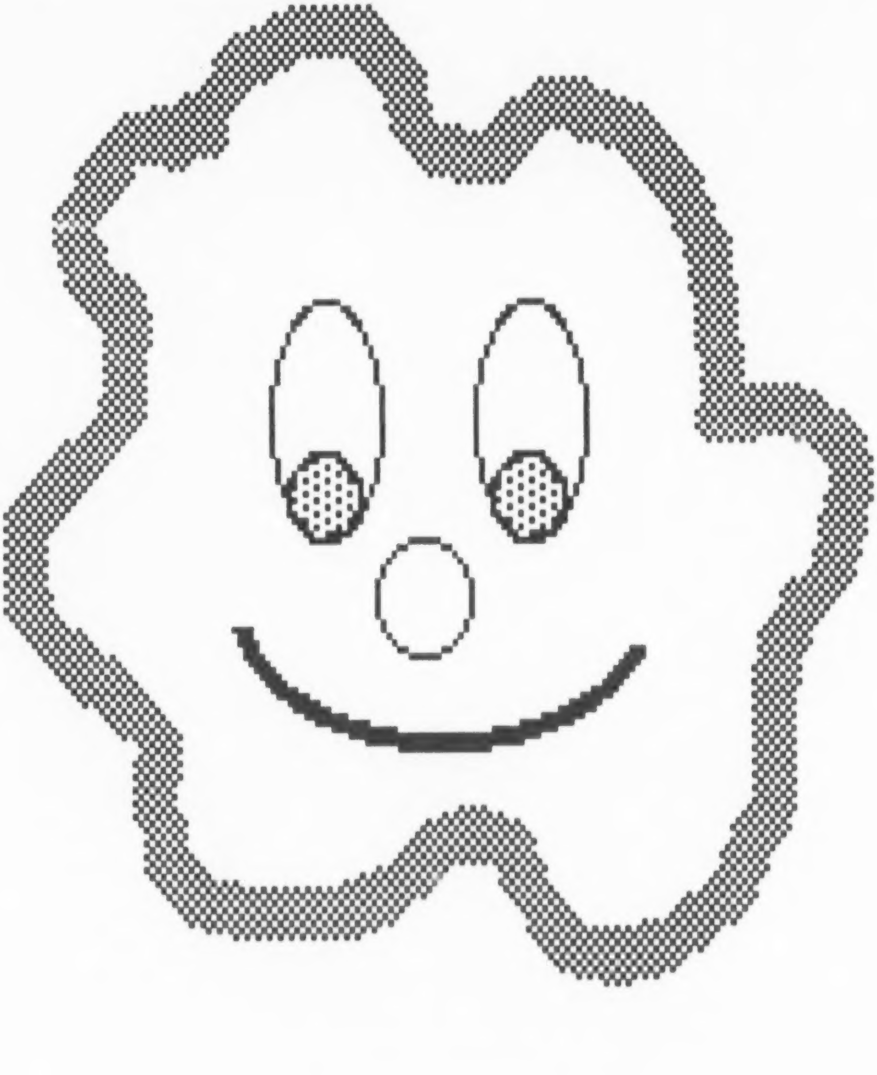
---

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to identify positive traits of self and others.

NAME________________________________DATE________________

Warm Fuzzy



JP

WE'RE PUSHING FOR
A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.D-1. Identify, develop, and practice effective decision-making skills.

ASSESSMENT CRITERION

Identify effective decision-making skills.

ACTIVITIES & STRATEGIES

After reading each of the following situations to the students, allow students to give their ideas for a solution to the situation; talk about the consequences of different solutions:

- You take a book that is very special to you to school to show your teacher. After she looks at the book, you put it in your desk. When you return to school the next day, the book is gone. What should you do?
- While you are at the grocery store with your father, you see some of your school friends. One of your friends takes a candy bar from the shelf and eats it. What do you do?
- While you are walking home after school, you become tired and sit on the street curb to rest. A driver stops his car and asks if you are tired and if you need a ride. The driver is a stranger to you. What should you do?
- A group of students are playing on the playground at recess, and you would like to play with them. You hope that one of them will ask you to join them because they are having so much fun. What do you do?

Encourage students to discuss this exercise with their families and to talk about the choices they made. Did their families think the choices they made were good ones?

RESOURCES & MATERIALS

TEACHER TIP

Lead the students to select the correct action. Encourage them to seek help from parents and responsible adults when they are solving problems.

ESSENTIAL ELEMENTS

- *Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to identify positive traits of self and others.*
- *Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to discuss positive traits of friendship.*
- *Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to discuss actions as honest or dishonest, fair or unfair.*

LESSON OBJECTIVE

III. D-3. Relate the importance of friends and role models.

ASSESSMENT CRITERION

Describe the influence (both positive and negative) that role models have on an individual's behavior.

ACTIVITIES & STRATEGIES

Have each child think of a special friend. Ask what he or she likes about that friend. For example, the child might say that the friend:
- treats them fairly
- likes to play the same things
- shares with them

Have students complete the worksheet, "The Interview Game." Pair the children and have each child interview his or her partner using such questions as those listed on the worksheet.

After the interview, let each child share the things learned about his or her friend.

Play "thumbs up, thumbs down" by asking the following questions and telling the children to put thumbs up for "yes" and down for "no":
- Would you like your friend to hit you?
- Would you like your friend to share his crayons?
- Would you like your friend to ask you to smoke a cigarette?
- Would you like your friend to spend the night with you?
- Would you like your friend to give you medicine?
- Would you like to go to the movies with your friend?
- Would you like it if he or she called you bad names?
- Would you like your friend if he or she played games and you always lost?
- Would you like your friend to say nice things to you?
- Would you like your friend to ask you to do things you know are wrong?

RESOURCES & MATERIALS

Worksheet: "The Interview Game"

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to discuss positive traits of friendship.

NAME____ **DATE**______________________

The Interview Game

Ask your partner the following questions and write the answers in the blanks. Use these answers to introduce your partner to the class.

1. What is your name?

2. What is your favorite thing to do in school?

3. Who are the people in your family?

4. Do you have any pets?

5. What kind are they?

6. What are their names?

7. What is your favorite food?

8. What is your favorite color?

9. What is your favorite T.V. show?

10. Who is your best friend?

11. If you had a million dollars, what would you do with it?

LESSON OBJECTIVES

III.D-3. Relate the importance of friends and role models.
III.B-1. Communicate thoughts, feelings, and opinions appropriately.

ASSESSMENT CRITERION

Describe the influence (both positive and negative) that role models have on an individual's behavior.

ACTIVITIES & STRATEGIES

Ask the students how important it is to have friends. Have the students share ways they know to make friends. Stress that it is important for us to reach out to others and make friends.

Divide the class into groups of three and have each group develop its own Friendship Recipe. This should include all the ingredients that go into a good friendship. Give each group a large card titled, "The ingredients for a good friend are.. ." Have students list the qualities or draw pictures of a good friend on these cards. Then let each group share its Friendship Recipe with the class.

These recipe cards can be bound together with yarn to make a class recipe book. It can be a constant reminder of how important it is to be a good friend to others.

RESOURCES & MATERIALS

Large card (with lines for students to write on), yarn

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to identify positive traits of self and others and to discuss positive traits of friendship.

LESSON OBJECTIVE

I.B-2. Describe the physical and emotional consequences of having a chemically dependent family member.

ASSESSMENT CRITERION

Identify possible emotional stresses of living with a family member who uses tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Emphasize the importance of teamwork and point out the similarity between a team and a family through the following activities:

- Have four children hold the corners of a large bed sheet, with one child at each corner. Put a ball in the middle of the sheet. Have the children work together to move the ball to specified areas of the sheet. After the children recognize how working together produces the desired result, tell one student not to cooperate by dropping his or her corner. Ask the students to notice what happens; that is, the group has much less control over where the ball goes.
- Have four children hold a long piece of yarn that has been tied into a loop. Have the children work together to make specified geometric shapes (circle, square, rectangle, triangle). Then have one child continue holding the yarn but tell him or her not to cooperate. What happens?

After these two activities, discuss what happened when team members did not cooperate with each other. Compare this to what can happen in a family when one member is uncooperative. Point out that when one member of a family is using drugs or alcohol, the whole family is affected. Discuss the following ways students can get help for themselves and members of their families:

- Talk to the school counselor.
- Talk to a minister, priest, or rabbi.
- Visit with the school nurse.
- Talk to parents if a brother or sister is using alcohol or drugs.

RESOURCES & MATERIALS

TEACHER TIP

If it is known that a family member is an alcoholic or uses drugs, be very sensitive to the needs of the student. Help the student to realize that it is not his or her fault.

For help in working with children of alcoholics: Ackerman, Robert J. *Children of Alcoholics* (2nd ed.). New York: Simon & Schuster.

ESSENTIAL ELEMENT

Social studies. Psychological, sociological, and cultural factors affecting human behavior. The student shall be provided opportunities to describe how family members provide for each other's social needs.

Social Studies Grade 1

1

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.C-1. Identify and acknowledge federal, state, local, and school laws and policies regarding all aspects of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Describe school policies governing the use of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Discuss rules and have students name some rules at home and at school. For example:
- Be quiet in the halls.
- Keep food out of the living room.
- Keep your room clean.
- Line up in single file to enter the lunch line.
- Don't touch medicines in the medicine cabinet.

Talk about people such as teachers, principals, parents, grandparents, and police officers who teach us the rules. Explain that these people are authority figures who must be listened to and respected.

Have students complete the worksheet, "Who Says?," by writing a rule that each authority figure might teach us.

Post the worksheets around the room to remind students of these rules and/or have students act out each rule.

Create a bulletin board displaying these three people (parent, police officer, teacher) and the rules that each person can teach us.

RESOURCES & MATERIALS

Worksheet: "Who Says?"

ESSENTIAL ELEMENT

Social studies. Institutions and processes of local, state, national, and other political systems. The student shall be provided opportunities to identify school and community rules (laws) and to identify authority figures in school and community.

NAME_______________________________ DATE_______________

Who Says?

Here are some people who teach us rules to keep us safe. Write a rule that each of these people might tell you.

A police officer says...

A parent says...

A teacher says...

Education
for
Self-Responsibility II:

PREVENTION
OF
DRUG USE

Sample Lessons

GRADE
2

WE'RE PUSHING FOR
A DRUG-FREE STATE

LESSON OBJECTIVE

III.D-3. Relate the importance of friends and role models.

ASSESSMENT CRITERION

Describe the influence (both positive and negative) that role models have on an individual's behavior.

ACTIVITIES & STRATEGIES

Discuss the definition of a friend (someone you feel close to and like to do things with). Stress how important it is to be a friend if you want to have friends.

Have students give examples of people of all ages such as relatives and classmates whom they consider to be friends. Discuss the characteristics or qualities such as kindness, patience, and a sense of humor that these friends have. Talk about how having similar interests draws friends together.

Emphasize that friends are people who really care about you. Ask students what they would say if someone who called himself or herself their friend offered them drugs.

Have students complete the worksheet, "Circle of Friends," by following these steps:

1. Fold the paper in half along Fold 1.
2. Fold in half again along Fold 2.
3. Fold along Fold 3.
4. Cut along solid line of figure.
5. Unfold carefully.
6. Color the circle of friends.

Tell the students to think of the cutout as their own "circle of friends."

RESOURCES & MATERIALS

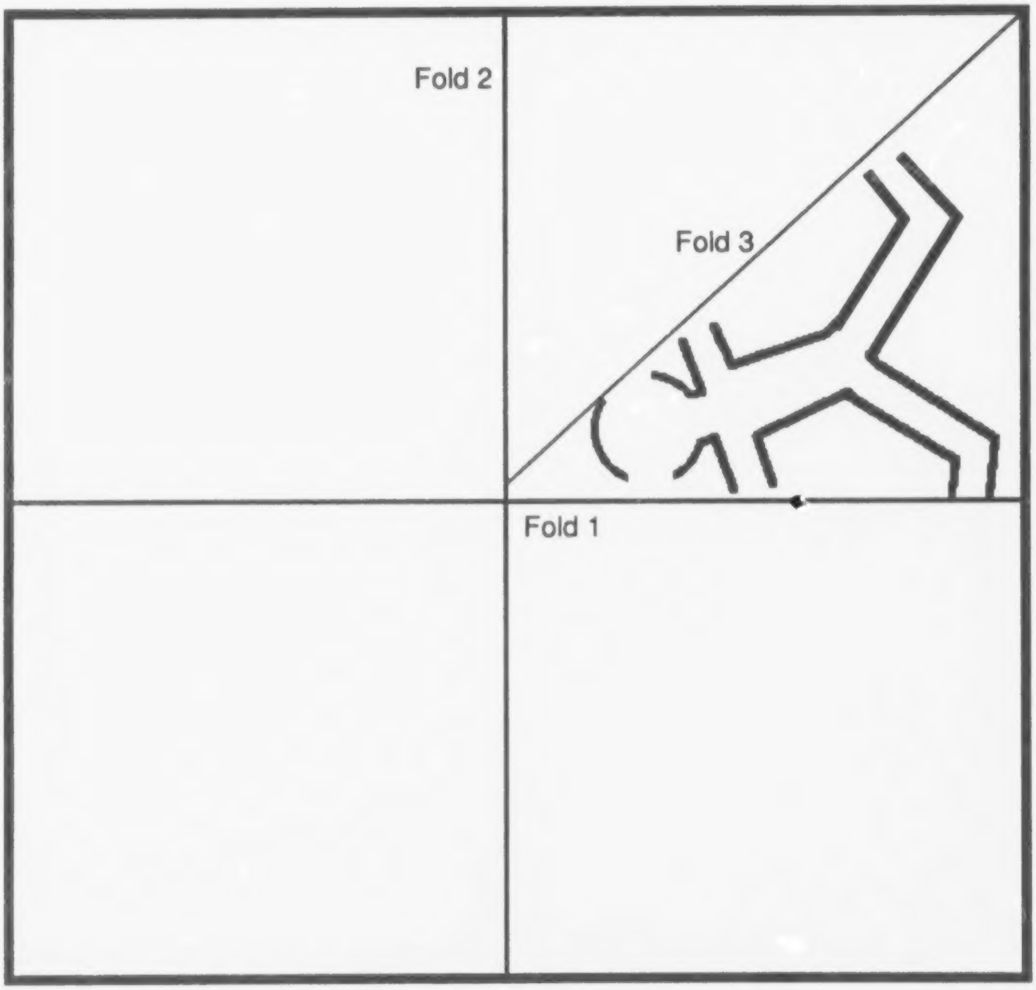
Worksheet: "Circle of Friends"
Scissors, crayons

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, and constructing and modeling three-dimensional forms.

NAME____________________________________ DATE____________________

My Circle of Friends


Fold 2
Fold 3
Fold 1

WE'RE PUSHING FOR
A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

Fine Arts Grade 2

2

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-5. Identify ways to cope with peer and social pressure to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Describe examples of peer and social pressure that cause individuals to use tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Explain what peer pressure is (when someone tries to get you to do something you ordinarily would not do, just so you can be part of a group).

Read *Ira Sleeps Over* to the class. Dramatize Ira's decisions and ways he could say "no." Then ask students to brainstorm some ways to say "no" to peer pressure. To spark ideas, list the following on the chalkboard:

- Make a joke and change the subject.
- Say "no" firmly and change the subject.
- Say, "I wouldn't feel good about myself."
- Act shocked.
- Leave if pressure continues.

Discuss situations where peer pressure is a problem. For example, discuss breaking rules, cheating, stealing, and taking drugs. Make "situation cards" for each of these problems.

Divide students into small groups. Give each group a card describing a situation in which peer pressure is a problem. Have each group invent a skit that shows characters dealing with the situation. Allow students to rehearse the skit, design costumes, and bring props.

Let each group present its skit to the class. Encourage discussion of the skits by asking students: What did you like about the skit? What was the peer pressure problem? How was the problem worked out? How could the problem be prevented? What could you do to handle problems like this?

Emphasize that if anything involving peer pressure happens to them they need to discuss it with an adult they trust such as a parent, teacher, principal, counselor, or other adult friend.

RESOURCES & MATERIALS

Book: *Ira Sleeps Over* by Bernard Waber, Houghton Mifflin, 1975, 48 pages

3 x 5 cards

Additional resources:

Books: *How to Say No and Keep your Friends*, *Peer Pressure Reversal*, and *When to Say Yes and Make More Friends* by Sharon Scott.

Songs: "To Drugs You'll Always Say 'No'" and "Say 'No,'" by Frank Di Silvestro; 4243 Carpenter Avenue; Bronx, NY 10466; (212) 325-5587

ESSENTIAL ELEMENT

Fine arts. Theatre arts. Creative drama. The student shall be provided opportunities to: dramatize literary selections using shadow play, pantomime, and imitative dialogue.

Fine Arts **Grade 2**

2

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-2. Demonstrate assertiveness and refusal skills.

ASSESSMENT CRITERION

Describe effective ways to reject offers of tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Teach your students the following song to the tune of "Frere Jacques" ("Are You Sleeping, Brother John?")

I don't take drugs,
I don't take drugs,
It's not cool, It's not cool.
I would rather run,
I would rather play,
I'm no fool, I'm no fool.

Encourage students to add stanzas of their own.

Encourage children to compose simple tunes of their own with lyrics that reflect drug awareness or to think of new words to go with songs they already know.

For example, to the tune of "Farmer in the Dell" they might sing:

Drugs we will not use,
Drugs we will not use,
Say no, don't break the law,
Drugs we will not use.

Drugs harm bodies and minds,
Drugs harm bodies and minds,
Say no, 'cause it's wrong to do,
Drugs harm bodies and minds.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Fine arts. Music. Singing concepts and skills. The student shall be provided opportunities to create dramatizations, movements, and new words to songs.

LESSON OBJECTIVE

III.C-3. Develop personal abilities and interests.

ASSESSMENT CRITERION

Identify activities that increase an individual's skills and broaden personal perspectives.

ACTIVITIES & STRATEGIES

Early in the school year, allow students to create an *All About Me* book that includes:

- a self-portrait
- portraits of family members
- lists and illustrations of things the child likes about school
- pictures of favorite foods, toys, books, people, games, and other things that make the child different from others

Once the pages of the book are finished, bind each book by stapling the pages together.

Ask each student to share his or her *All About Me* book with the class. Set aside a special shelf in the room for the students' books.

Repeat the exercise in May. The students can compare their earlier work and interests to their current work and interests to see the progress they've made.

RESOURCES & MATERIALS

Construction paper, crayons, stapler to bind books

TEACHER TIP

Be sure to explain that each student's book will be different, because each one of us is unique.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify daily practices that promote self-concept.

LESSON OBJECTIVES

III.A-1. Describe personal strengths and weaknesses.
III.D-8. Practice activities and behaviors that develop self-esteem.

ASSESSMENT CRITERION

Identify several attributes of positive self-esteem.

ACTIVITIES & STRATEGIES

Initiate a program recognizing a Citizen of the Day, Citizen of the Week, or Citizen of the Month on a schoolwide and/or classroom basis. Teachers should base the selection of the student on characteristics of good citizenship (politeness, cheerfulness, willingness to help others, and attention to rules), and not necessarily on academic ability.

Students selected should receive extra attention and be allowed to do something special. For example, he or she might:

- wear a badge proclaiming him or her as a "Super Citizen"
- become special monitor for the week
- be allowed to choose between several arts and crafts projects for the class to do
- be honored in a special ceremony that emphasizes why he or she is a good citizen. (Parents could be invited to the ceremony.)

RESOURCES & MATERIALS

TEACHER TIP

Students' self-worth increases when others notice and praise positive qualities in them. Self-worth also is enhanced in the person giving the compliment. Every child should receive a compliment or some tangible reward weekly.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify daily practices that promote self-concept.

LESSON OBJECTIVE

III.A-3. Identify personal beliefs, values, and feelings.

ASSESSMENT CRITERION

Identify personal beliefs, values, and feelings as they relate to positive and constructive behavior and self-concept.

ACTIVITIES & STRATEGIES

Discuss peer pressure, effective ways to say "no," and people to talk to about peer pressure.

Discuss situations in which peer pressure is a problem: breaking rules, cheating, stealing, taking drugs.

Divide students into small groups to develop skits. Instruct each group to create characters, a setting, and a situation in which peer pressure is a problem. Allow students to practice the skit, design costumes and props, and perform the skit.

After the skits, have classmates critique each skit by responding to following questions:
- What did you like about the skit?
- What was the problem?
- How was the problem worked out?
- How could the problem be prevented?
- What could you do to make it better?

RESOURCES & MATERIALS

TEACHER TIP

Peer: person of same age or skill.
Pressure: force of influence to make someone do something.

Examples of good peer pressure:
- **being a good behavior model**
- **offering encouragement and compliments such as:**
  - **"Good job."**
  - **"You can do it, I know you can."**
- **listening and suggesting rewards**

Examples of negative peer pressure:
- **challenging**
- **threatening**
- **putting people down**
- **pressuring**

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs.

LESSON OBJECTIVE

II.A-1. Name and categorize various types of medicines, drugs, and harmful substances.

ASSESSMENT CRITERION

Identify examples of medicines, drugs, and harmful substances.

ACTIVITIES & STRATEGIES

Have students complete the worksheet, "What Is Unsafe in This Picture?"

Lead a discussion about safety by asking the following questions:

- How many of you put an "X" over the prescription bottle of pills? Why are they unsafe to be out in the open? Where would be a safe place to store the medicine?
- How many of you put an "X" over the burning cigarette? Why is this unsafe? How could you eliminate this harmful substance?
- How many of you put an "X" over the rat poison? Why is it unsafe for the rat poison to be left out? Where should it be kept?

Explain that it would be a good idea for students to make rooms in their home safe by working with their parents to change unsafe situations such as those suggested on the worksheet.

RESOURCES & MATERIALS

Worksheet: "What Is Unsafe in This Picture?"

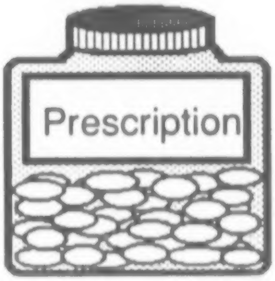
ESSENTIAL ELEMENT

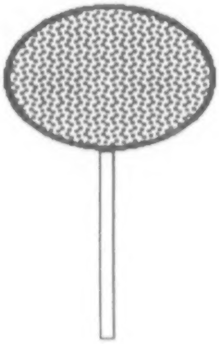
Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize hazards in the environment and to acquire knowledge and skills needed to avoid injury and to prevent accidents.

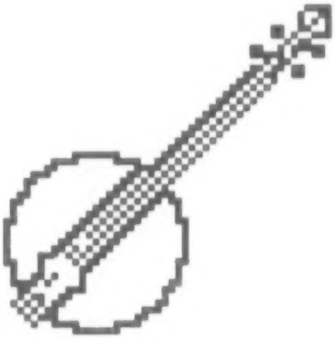
NAME____ **DATE**____________________

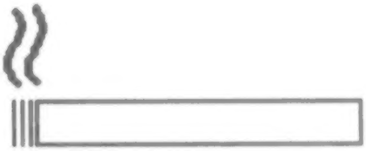
What Is Unsafe in This Picture?

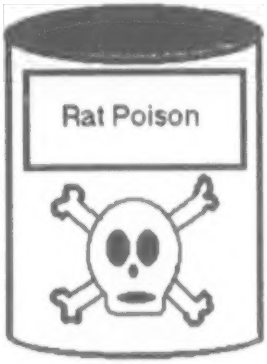
Put an "X" over all the things in this picture that are unsafe. What could we replace in this picture to increase safety at home or school?

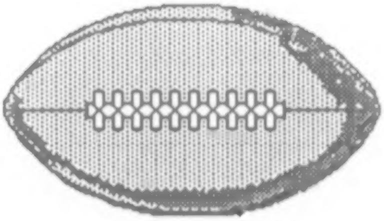












LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

Health **Grade 2**

2

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES	RESOURCES & MATERIALS
Explain that drugs affect the way a body works in many different ways.	
Distribute the "Facts About Alcohol and Nicotine" worksheet and discuss the effects of alcohol and nicotine on the body.	Worksheet: "Facts About Alcohol and Nicotine"
Choose students to portray each organ listed on the worksheet. Have each "organ" show how the organ would respond to alcohol and nicotine. For example, the student portraying the heart could jog in place since nicotine and alcohol cause heart rate to increase.	
Invite healthy role models to speak to students about the ways that drug use affects the body's normal functions.	Guest speakers
Show films that depict and explain the effects of drugs on the body.	Order films from: Health Decisions: Drugs, Alcohol, and Smoking Learning Tree Filmstrips, P.O. Box 4116, Englewood, CO 80155
Have students choose partners and trace each other's body outline on butcher paper. Each student should then draw a line down the middle of the outline. On one side, students draw healthy organs (brain, heart, lungs, stomach, kidneys, and liver); on the opposite side, unhealthy organs that have been affected by tobacco, alcohol, and other drugs.	Large butcher paper, crayons, markers.
	Additional Resource: *Health Edco G41103, Let's Talk About Alcohol Coloring Book; Health Edco G41105, Let's Talk About Smoking Coloring Book*

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs.

NAME________________________________ DATE____________________

Facts About Alcohol and Nicotine

How alcohol affects the body:

Brain:	reaction time is slowed down speech is slurred
Heart:	beats faster
Lungs:	breathing is harder
Stomach:	is irritated
Liver:	gets swollen and irritated

How nicotine affects the body:

Brain:	speeds then slows
Heart:	beats faster
Stomach:	gets irritated by acid

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Discuss the harmful effects of smoking.

Have students find magazine ads showing persons smoking.

Ask students what they think the message is in the ad. Conclude that the ads try to make us think we want to follow the model in the picture. Discuss what smoking really does. Point out that smoking makes people cough, have bad breath, smell bad, and have heart and lung disease. Contrast the glamor shown in the ads with the physiological problems caused by smoking.

Have students cut out a picture of a smoker from one of the magazine ads and place the picture on a sheet of white construction paper or poster board. Have them draw in the background showing people reacting to the smoke. Draw the person pictured in the ad going to the doctor.

Remind the students of the warning label required by law on the packages to warn people of the harmful effects of cigarettes.

RESOURCES & MATERIALS

TEACHER TIP

Emphasize that advertisements try to make smoking look attractive to influence people to buy cigarettes. Contrast this purpose with the negative health and medical considerations and other dangers (for example, smoking in bed can cause fires). Emphasize the illegality of students using tobacco.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The students shall be provided opportunities to recognize negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs.

LESSON OBJECTIVE

III.A-1. Describe personal strengths and weaknesses.

Language Arts Grade 2

2

TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Identify personal strengths, abilities, and assets.

ACTIVITIES & STRATEGIES

Pass out the worksheet, "I Am Thumb-Thing Special."

Let students press their thumbs on an inkpad and then make thumbprints in each of the circles on the worksheet. Instruct students to cut out the circles and attach paper ribbons listing their unique characteristics, strengths, and achievements. Use these as nametags or bookmarks.

For another activity, have students write their names down the side of the paper and then write a word that begins with each letter in their name. Encourage them to write words that describe their personal strengths.

Write the following examples on the chalkboard for students to see:

G irl
I mportant
N ice
A rtistic

S weet
A ble
M erry
M usical
Y oung

If students have difficulty thinking of words for some letters in their name, encourage them to ask their classmates for help.

Emphasize that weaknesses are things we need to work on and that we all have a few weaknesses.

RESOURCES & MATERIALS

Worksheet: "I Am Thumb-Thing Special"

Inkpad, construction paper to make paper ribbons

Drawing paper

ESSENTIAL ELEMENT

Language arts. Writing. Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to stay on the topic.

NAME________________________________DATE____________________

I Am Thumb-Thing Special

I AM
THUMB-THING

SPECIAL

I AM
THUMB-THING

SPECIAL

I AM
THUMB-THING

SPECIAL

I AM
THUMB-THING

SPECIAL

I AM
THUMB-THING

SPECIAL

I AM
THUMB-THING

SPECIAL

LESSON OBJECTIVES

III.D-8. Practice activities and behaviors that develop self-esteem.
III.A-5. Recognize abilities and document achievements.

ASSESSMENT CRITERION

Identify ways in which an individual can improve self-esteem.

Language Arts Grade 2

2

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Cover a small box with contact paper.

When the teacher or students "catch" a good citizen following the rules, being courteous, or helping others, they write that person's name and the good thing they saw him or her do on a slip of paper and put it in the box.

At the end of the day/week, the teacher opens up the box and reads all the slips to the class. Let each child keep the slips that are about him or her.

Allow students to suggest and vote on how the box should be decorated. For example, students could draw, color, and cut out catcher's mitts to paste on the box and label it "Caught You!"

Pass out the "Caught You!" worksheet. List all the students in the class in the left column. Then reproduce one copy for each student. Instruct students to write a positive comment about every child in the class. The worksheet can be folded and stapled in a booklet titled, "Catch Someone Being Good."

RESOURCES & MATERIALS

Small box (such as a tissue box), contact paper

Worksheet: "Caught You!"

ESSENTIAL ELEMENT

Language arts. Writing. Developing skills in writing effectively for a variety of purposes, modes, and audiences. The student shall be provided opportunities to recognize that writing can entertain and inform.

NAME________________________________ DATE________________

CAUGHT YOU!

Student's name	Comments

Language Arts Grade 2

2

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.D-3. Relate the importance of friends and role models.

ASSESSMENT CRITERION

Describe the influence (both positive and negative) that role models have on an individual's behavior.

ACTIVITIES & STRATEGIES

Write "friend" on the board. Ask students:
- Who are your friends?
- What makes a good friend?
- Are you a good friend to others?

Describe the qualities of a good friend (helpful and supportive, fun to be with, similiar likes and dislikes, cooperative). Give examples of good friends from books and stories that the children have read or read a story about friendship.

Pass out the worksheet, "Wanted: Good Friend." Have students make a "Wanted: Good Friend" poster. Have them illustrate the poster with pictures and list the characteristics they want their best friend to have.

RESOURCES & MATERIALS

Worksheet: "Wanted: Good Friend"

ESSENTIAL ELEMENT

Language arts. Reading. Developing literary appreciation skills to provide personal enjoyment. The student shall be provided opportunities to understand the feelings and emotions of characters.

NAME________________________________ DATE____________________

WANTED: GOOD FRIEND

My good friend must be:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

LESSON OBJECTIVES

III.D-1. Identify, develop, and practice effective decision-making skills.
III.D-6. Practice effective listening, reading, and writing skills.

ASSESSMENT CRITERION

Identify effective decision-making skills.

ACTIVITIES & STRATEGIES

Explain that "brainstorming" is what happens when a group of people get together to share ideas about how to solve a problem or make a good decision. Every person in the group has a chance to voice his or her opinion. Then the group decides which of all the ideas was the best and chooses that solution to the problem.

Explain that decision making is a "Ready, Set, Go" process: "ready" being brainstorming; "set" being gathering information about each possible choice; and "go" being making the right choice.

Divide students into four- to six-member groups. Give each group the "Problem Solving" handout.

Assign each group one of the listed problems. Tell the groups to use the "Ready, Set, Go" process to solve their problems. Have each group select one person to be the group reporter.

After all groups have solved their problems, group reporters should describe why his or her group made the decision it did.

RESOURCES & MATERIALS

Handout: "Problem Solving"

ESSENTIAL ELEMENTS

- *Language arts. Reading. Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to predict probable future outcomes.*
- *Language arts. Writing. Developing skills in writing effectively for a variety of purposes, modes, and audiences. The student shall be provided opportunities to write stories and brief descriptions.*

NAME________________________________ DATE____________________

Problem Solving

Choose one of these situations and use the "Ready, Set, Go" process to solve the problem in the situation.

1. You have an earache.
2. You see some pills on the table.
3. A friend wants to try sniffing some airplane glue and some spray paint to see what it is like.
4. Your friends want to steal someone's cigarettes to try smoking.
5. Your friend forgot to study for the math test and wants to copy your answers.
6. You are at a friend's house and do not like what is being served for supper.
7. Your new pen is stolen out of your desk and you think you know who took it.
8. Your best friend has taken a beer from her family's refrigerator and wants you to split it with her.

LESSON OBJECTIVE

III.B-2. Demonstrate assertiveness and refusal skills.

ASSESSMENT CRITERION

Describe effective ways to reject offers of tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Have students role play situations in which they say "no" to friends and strangers when they are offered drugs.

- Martha and Bailey are walking home from school when a stranger in a car pulls up next to them and offers them something in a clear bottle.
- Bonnie is going to the park when her friend Jane runs up and offers her some cigarettes that she stole from her older brother.

Have students find other students who are interested in forming a "Just Say No" club. Students can make flyers and posters to advertise their club. Stress that the goal of the club is for kids to encourage other kids to resist pressure to do things they do not want to do.

Have children list ways of resisting peer pressure to try something harmful or illegal. For example, students can:

- walk away from the student pressuring them
- quit playing with students who pressure them
- tell an adult what is happening
- tell the person that they want to play something else

Have students perform a puppet show depicting children being pressured to use drugs, alcohol, or tobacco. The overall message should be to *Say No*.

RESOURCES & MATERIALS

For more information:
How to Say No and Keep Your Friends and *Peer Pressure Reversal* by Sharon Scott. Human Resource Development Press, 22 Amherst Road, Amherst, MA 01002 ($4.95).

"Just Say No" pamphlet, $28 for 100, Superintendent of Documents, US Government Printing Office, Washington D.C. 20402.

Whiskers Says No to Drugs; Weekly Reader Skills Books; 4343 Equity Drive; P.O. Box 16618; Columbus, OH 43216; ($1.25); 1-800-848-1882.

ESSENTIAL ELEMENT

Language arts. Speaking. Speaking to accomplish a variety of purposes: informing, expressing, persuading, entertaining. The student shall be provided opportunities to give a reason to persuade a peer or close adult.

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

Language Arts Grade 2

2

TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Discuss the purpose and motivation behind advertising. Talk about advertisements for medicines, alcohol, and cigarettes.

Show a few examples of ads and ask students if they think the ads tell the whole truth about the products. Do they tell the harmful things that can happen from using the product? How do they try to make people want to use the product?

Divide students into groups of three or four. Ask each group to create an ad to sell a product that is healthy. Stress that they should make the product look attractive. Also, emphasize that the ad should catch the audience's attention.

Have each group present its ad to the class. Then have all the students discuss and evaluate each ad by answering the following questions:
- Was it eye-catching?
- Was the product glamorized?
- Was everything said in the ad completely true?
- Happy people are usually depicted in ads. Will this product give you lasting or temporary happiness or health?

RESOURCES & MATERIALS

Samples of ads for alcohol, cigarettes, and medicine

ESSENTIAL ELEMENT

Language arts. Reading. Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to distinguish between fact and nonfact including opinion.

LESSON OBJECTIVE

III.D-3. Relate the importance of friends and role models.

ASSESSMENT CRITERION

Describe the influence (both positive and negative) that role models have on an individual's behavior.

ACTIVITIES & STRATEGIES

Review addition and subtraction of whole numbers.

Discuss what a friend is and why it is important to have friends.

Discuss why it is important to be a good friend.

Pass out the worksheet, "Good Friends," and have students complete it.

Check the worksheet and discuss the solution.

RESOURCES & MATERIALS

Worksheet: "Good Friends"

"GOOD FRIENDS"
ANSWER KEY

It's great to be a good friend.

ESSENTIAL ELEMENT

Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to add and subtract whole numbers.

NAME______________________________DATE________________

Good Friends

Solve the addition and subtraction problems below and use the correct answers to find the hidden message.

O
6 + 4

D
9 + 7

I
11 - 2

T
8 - 3

S
6 + 7

R
9 - 7

E
12 + 6

G
8 - 7

A
7 + 5

F
9 - 2

N
9 - 6

B
13 - 7

___ ___ ___   ___ ___ ___ ___ ___
9 5 13   1 2 18 12 5

___ ___   ___ ___   ___
5 10   6 18   12

___ ___ ___ ___   ___ ___ ___ ___ ___ ___
1 10 10 16   7 2 9 18 3 16

WE'RE PUSHING FOR
A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

Mathematics **Grade 2**

2

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-1. Describe therapeutic use of medicine.

ASSESSMENT CRITERION

Describe how drugs are used medicinally and in a therapeutic manner to cure or improve mental or physical health impairments.

ACTIVITIES & STRATEGIES

Complete the worksheets, "Elephant Problems" and "Happy Apples."

Review addition and subtraction.

Discuss taking medicine and people who should give it to us such as:
- a parent
- a doctor
- a nurse
- a teacher

Emphasize that we must never take medicine from:
- a friend
- a stranger
- an acquaintance

Explain that medicines can be harmful if we take them from someone we don't know or if we take too much of the medicine.

RESOURCES & MATERIALS

Worksheets: "Elephant Problems" and "Happy Apples"

"Elephant Problems"
ANSWER KEY

We need help to take medicine. We only take medicine when we need it.

"Happy Apples"
ANSWER KEY

Taking medicine for fun is not smart. Medicine can be harmful if you take too much.

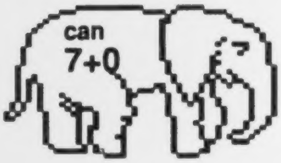
ESSENTIAL ELEMENT

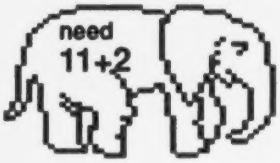
Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to add and subtract whole numbers.

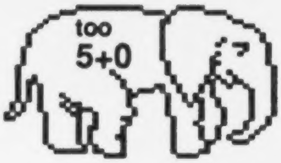
NAME____DATE____________________

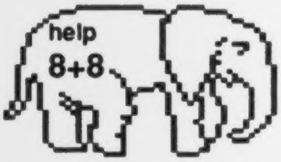
Elephant Problems

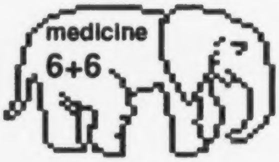
Solve these addition and subtraction problems and use the correct answers to find the hidden message.

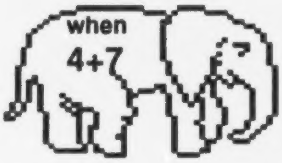


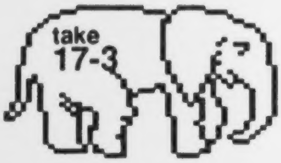


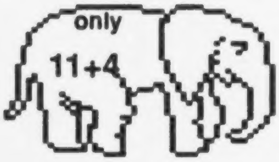


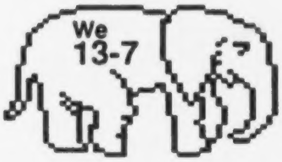


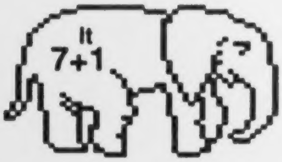

medicine
6+6

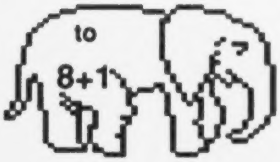


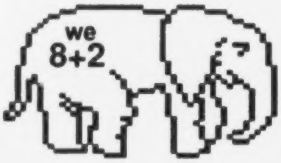












6 13 16

9 14 12 6

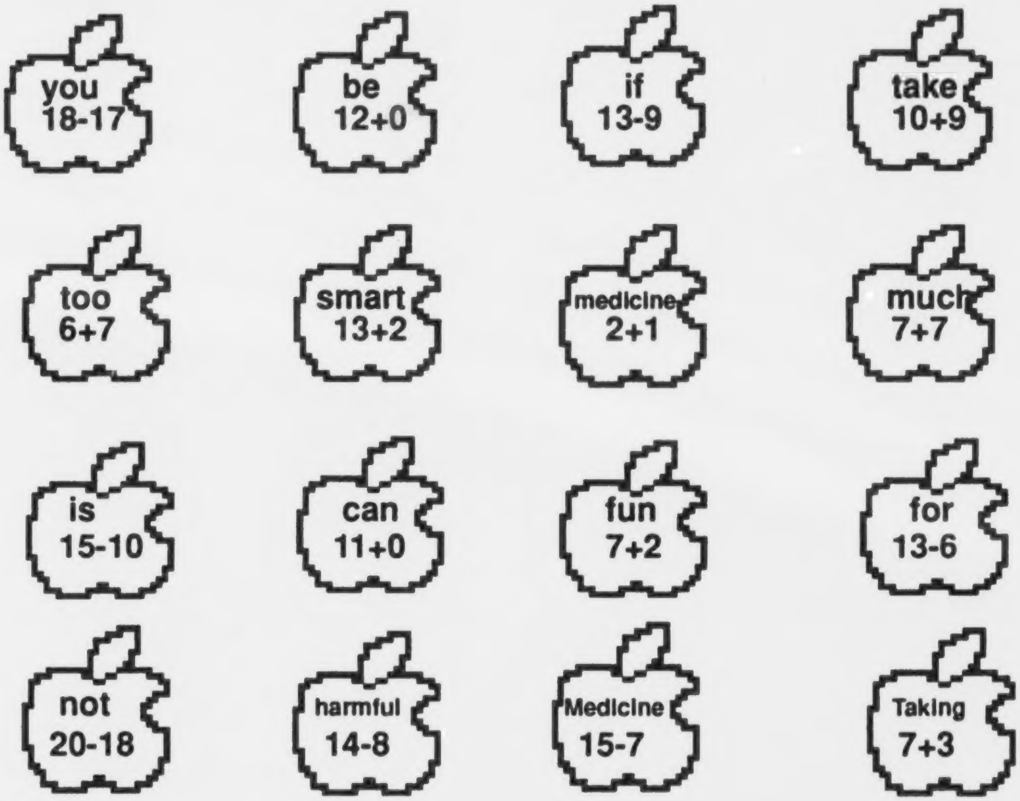
15 14 12 11

10 13 8

NAME________________________DATE______________

Happy Apples

Solve these addition and subtraction problems and use the correct answers to find the hidden message.



you 18-17	be 12+0	if 13-9	take 10+9
too 6+7	smart 13+2	medicine 2+1	much 7+7
is 15-10	can 11+0	fun 7+2	for 13-6
not 20-18	harmful 14-8	Medicine 15-7	Taking 7+3

10	3	7	9
5	2	15	8
11	12	6	4
1	19	13	14

LESSON OBJECTIVE

II.B-1. Define the therapeutic use of medicine.

ASSESSMENT CRITERION

Identify conditions and situations in which medicines can be legally, responsibly, and therapeutically administered by licensed professionals who are morally, ethically, and legally responsible.

ACTIVITIES & STRATEGIES

Review measuring and telling time.

Talk about why we need to know what time it is. For example, we need to know the time to:
- be on time for school
- be on time for dinner
- be on time for a dental appointment
- be on time to catch the school bus
- take medicines on time

Discuss why it is important to follow the doctor's instructions about what time to take our medicine when we are sick. Continue the discussion by asking students the following questions and having them write a time (which they can choose at random) on paper or on the board:
- If you take a vitamin every day before breakfast, what time do you take your vitamin?
- If you're sick and your mother gives you medicine after lunchtime, what time is it when you take the medicine?
- If you've been coughing badly and your dad tells you he'll give you more cough medicine before bedtime, what time will it be when you take the cough medicine?

Complete the worksheet, "Time to Take Your Medicine."

RESOURCES & MATERIALS

Worksheet: "Time to Take Your Medicine"

ESSENTIAL ELEMENT

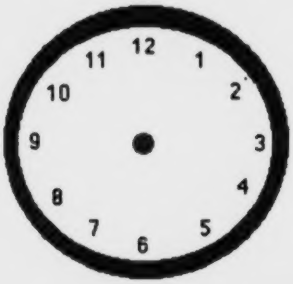
Mathematics. Measurement concepts and skills using metric and customary units. The student shall be provided opportunities to measure (using measuring instrument) and to use measurement units of time.

NAME____________________________________ **DATE**__________________

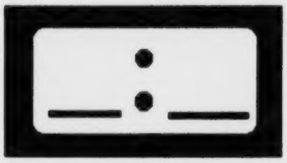
Time to Take Your Medicine

Help these people take their medicine at the right time. Fill in the clocks with the correct time to take the medicine.

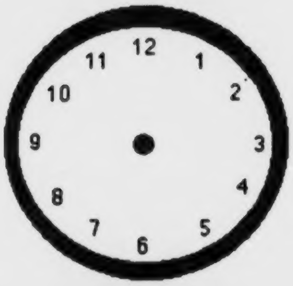
1. David takes his vitamin every morning at seven-thirty.



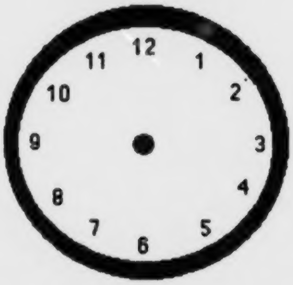
2. Carla has a headache, and her mother gives her an aspirin. She takes it after supper at six o'clock.



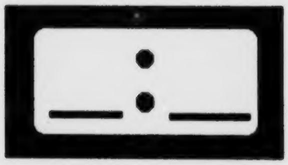
3. Oscar has a cough, and his father gives him some cough medicine. He takes it before bedtime at eight-thirty.



4. Frieda's doctor tells her to take her medicine every day at two o'clock.



5. Steve's doctor tells him to take his medicine every night at seven o'clock.



Mathematics **Grade 2**

2

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.D-3. Describe public health problems related to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify mental and physical health problems related to the use of tobacco, alcohol, and other drugs that affect the community.

ACTIVITIES & STRATEGIES

Review bar graphs and picture graphs.

Discuss how these graphs display information about groups of people such as:
- a classroom
- a country
- a state
- a town

What kind of information could we find out about a town? Some examples are:
- How many people live in the town?
- How many people were born in the town in the past year?
- How many people in the town died of accidents during the past year?

Complete the worksheet, "Uptown USA"

Discuss the questions on the worksheet and ask students how this information could be used by the people who live in Uptown.

After the discussion, ask students to name other bad things that can happen in a town if people use drugs.

RESOURCES & MATERIALS

Worksheet: "Uptown USA"

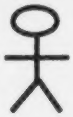
ESSENTIAL ELEMENT

Mathematics. The use of probability and statistics to collect and interpret data. The student shall be provided opportunities to read bar graphs and make picture graphs.

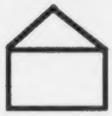
NAME________________________________DATE____________________

Uptown USA

Using the symbols below and the correct values for each symbol, create your own picture graphs to represent the information in each statement below.



= 10 people killed



= 5 houses with things stolen

1. Between March and July, 40 people were killed by drunk drivers in Uptown.

2. Last month, 15 people in Uptown had money stolen from their houses by people who wanted the money to buy illegal drugs.

3. In 1990, 70 people in Uptown died from taking illegal drugs.

4. Last week, 10 boys were caught stealing money and using it to buy cigarettes. The boys admitted taking money from 25 houses.

5. Over a holiday weekend, 50 children and a driver were on a bus that a drunk driver ran off the road. The children were scared but otherwise unharmed although the bus was badly damaged.

Mathematics Grade 2

2

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Review charts and graphs. Explain how we read them to obtain information.

Discuss how charts and graphs can help us to learn about the way our bodies react to things such as:
- exercise
- drugs
- alcohol
- being sick

Discuss how different people react in different ways to things such as illness, exercise, and drugs. A chart can show this information for comparison.

Pass out the worksheet, "Heartbeats." When students have completed the worksheet, ask them the following questions:
- How could a doctor use this chart?
- Why do you think everyone had different heart rates?
- Do we all have the same heart rate?

RESOURCES & MATERIALS

Worksheet: "Heartbeats"

ESSENTIAL ELEMENT

Mathematics. Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to use charts and graphs.

NAME____________ ____________________DATE____________________

Heartbeats

Study the chart below and answer the following questions:

Person	Normal heart rate	Using cocaine	Smoking cigarettes	Drinking tea
A	70	100	100	85
B	65	120	90	80
C	65	110	90	75
D	60	100	95	70
E	55	130	100	70
F	75	120	100	90
G	70	110	95	80

1. Which drug raises the heart rate the most?____________________
2. Who has the highest heart rate while smoking cigarettes?____________________
3. Who has a heart rate of 80 while drinking tea?____________________
4. Which drug raises the heart rate the least?____________________
5. What is E's normal heart rate?____________________
6. What is C's heart rate while smoking cigarettes?____________________
7. Which drug causes the highest heart rates?____________________
8. Who has the highest normal heart rate?____________________
9. What is F's normal heart rate?____________________
10. What is D's heart rate while drinking tea?____________________

LESSON OBJECTIVE

III.E-1. List healthy alternatives to tobacco, alcohol, and other drug use.

Mathematics **Grade 2**

2

TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Identify activities, habits, and attitudes that promote healthy lifestyles.

ACTIVITIES & STRATEGIES

Review addition and subtraction of whole numbers.

Discuss the importance of healthy activities for our bodies and our general well-being.

Ask students to name examples of good things to practice for daily physical and mental well-being.

Have students complete the worksheet, "Good Choices—Bad Choices."

Check the worksheets and discuss the answers. Ask students why the good choices are healthy and the bad choices are unhealthy.

RESOURCES & MATERIALS

Worksheet: "Good Choices—Bad Choices"

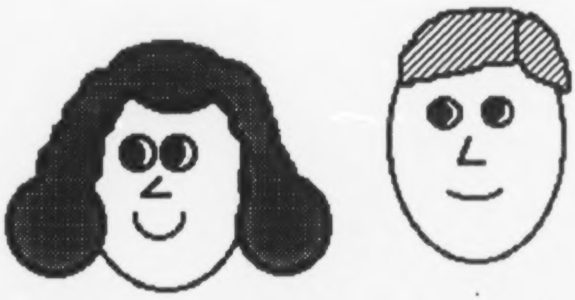
ESSENTIAL ELEMENT

Mathematics: Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to apply addition and subtraction.

NAME______________________________________**DATE**______________________

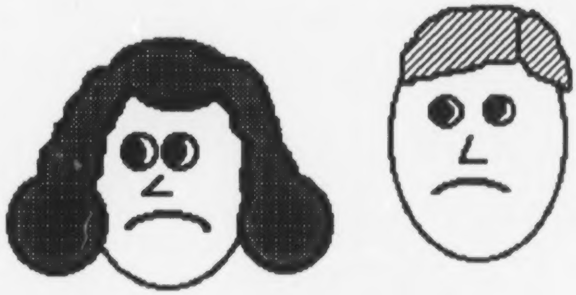
Good Choices—Bad Choices

Draw lines from the smiling faces to the good and healthy choices. Draw lines from the frowning faces to the bad and unhealthy choices.



Smile

apple
beer
dog
cigarette
wine
book
chewing tobacco
sneakers
marijuana cigarette
sister
bird
tree



Frown

How many good and healthy choices did you find?______________

How many bad and unhealthy choices did you find?______________

Did you find more good choices than bad choices?______________

Did you find more bad choices than good choices?______________

LESSON OBJECTIVES

I.A-1 Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

I.D-3. Describe public health problems related to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

Science Grade 2

2

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Discuss the function of medicines.

Define prescription medicines and over-the-counter medicines:

- prescription drugs—medicine prescribed for a certain person by a doctor
- over-the-counter drugs—medicine that can be bought without a prescription

Describe the negative effects of substance use.

Describe the side effects of drugs and substances.

RESOURCES & MATERIALS

TEACHER TIP

Some drugs and their physical effects are:

- **amphetamines—sweating, irregular pulse, cardiac arrhythmia**
- **barbiturates—respiratory depression**
- **LSD—gooseflesh, stress reactions**
- **marijuana—reddening of eye whites**
- **narcotics—drowsiness**
- **inhalants—cardiac arrhythmia**

Some drugs and their psychological effects are:

- **amphetamines—confusion, disorientation, aggression**
- **barbiturates—loss of inhibitions, disorientation**
- **LSD—delusions, disorientation**
- **marijuana—anxiety, time distortion**
- **narcotics—euphoria**

ESSENTIAL ELEMENT

Science. The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to predict the outcome of an action.

LESSON OBJECTIVES

- I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drug use.
- I.D-3. Describe public health problems related to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

Science **Grade 2**

2

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

View the film "Smoking Pollutes You and Everyone Else." If possible, have a guest speaker talk to the class about the harmful effects of smoking.

On a diagram, label the parts of the body that are affected by tobacco use. Describe the effects of smoking on the respiratory system.

Discuss the effects of sidestream smoke on nonsmokers.

Have students make up a skit and give a puppet show demonstrating the negative effects of smoking, chewing tobacco, and dipping snuff.

Start a campaign to encourage students to try to influence family, friends, and others to help make schools, buildings, and homes smoke free.

RESOURCES & MATERIALS

American Cancer Society: "Smoking Pollutes You and Everyone Else"

Speaker provided by the American Cancer Society or a local medical facility.

ESSENTIAL ELEMENT

***Science:** The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to predict the outcome of an action.*

LESSON OBJECTIVES

II.B-1. Describe the therapeutic use of medicine.
II.A-1. Name and categorize various types of drugs, medicines, and abused substances.

ASSESSMENT CRITERION

Identify examples of drug, medicines, and other substances.

Science Grade 2

2

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Explain that chemicals need to be used correctly or they are harmful to people.

Have students work in small groups. Assign each group a category of chemicals such as:
- cleaning products
- medicine
- paint supplies
- insecticides
- cosmetics

Instruct students to cut out pictures of chemicals in their group's category from magazines. Then have students make a collage on poster board using the pictures they found.

Have each group show its collage to the class and tell why the chemicals shown are bad for people if used incorrectly.

Post the collages on a bulletin board titled, "Handle Chemicals with Care."

RESOURCES & MATERIALS

Magazines, scissors, glue, poster board

ESSENTIAL ELEMENTS

- *Science. The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to predict the outcome of an action.*
- *Science. Manipulative laboratory skills. The student shall be provided opportunities to practice safety.*

LESSON OBJECTIVE

III.D-1. Identify, develop, and practice effective decision-making skills.

ASSESSMENT CRITERION

Identify effective decision-making skills.

ACTIVITIES & STRATEGIES

Discuss the kinds of decisions we make every day. For example:

- What do I want for lunch?
- What do I want to wear today?

Divide the class into three groups and give one of the following situations to each group.

- Your friend from next door has fallen and is hurt.
- You left your lunch at home, and the lunch bell has rung.
- Your kickball bounces into a busy street.

Explain that each group should make decisions about how to solve the problem, using the following steps:

- Do you need help with this problem?
- What are your choices of things to do?
- What might happen after you do those things?
- Would your choice hurt you or other persons?

Give the groups time to work, then let each group present its situation and explain its decision. Emphasize that the best choices are those that do no harm to self or others.

RESOURCES & MATERIALS

For more information, see: *Discover Skills for Life*, Educational Assessment Publishing Co., 1988.

ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to explain acceptable ways of dealing with individual and group conflicts and accept responsibility for one's actions.

LESSON OBJECTIVES

III.B-4. Identify and evaluate ways to cope with family conflict.

III.B-7. Recognize the importance of participating in family activities.

ASSESSMENT CRITERION

Identify interpersonal difficulties and conflicts that can arise within a family.

ACTIVITIES & STRATEGIES

Define "family" (the people you live with and care about).

Explain/discuss that sometimes situations arise in the family that cause a conflict of interest. For example, when your mom needs to go shopping but you want to go to the park, what happens? How does your family work together to solve problems?

Have students brainstorm conflicts that can come up in families. Divide the students into groups and have them act out ways to handle the situations. For example, if Kaye's championship softball game is on the same day as the annual trip to Grandma's house, how might Kaye react?

Regroup and discuss the different ways that families handle conflict.

Have students complete the "My Family" worksheet.

RESOURCES & MATERIALS

Worksheet: "My Family"

ESSENTIAL ELEMENT

Social studies. Psychological, sociological, and cultural factors affecting human behavior. The student shall be provided opportunities to describe family traditions and customs and to know common responsibilities of family members in any culture.

NAME______________________________DATE________________

My Family

Complete the following sentences about your family.

1. The thing I like best about my family is __________
____.

2. The person(s) in my family I can count on is(are)
____.

3. I am important in my family because ____________
____.

4. One thing I do for my family that makes me feel good is__________________________________.

5. I wish my family would ______________________
____.

Draw a picture of your family below.

Social Studies Grade 2

2

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.B-6. Explain the importance of rules and laws.
III.B-7. Recognize the importance of participating in family activities.

ASSESSMENT CRITERION

Summarize the benefit of enacting and enforcing rules and laws.

ACTIVITIES & STRATEGIES

Discuss the importance of the family as a support system. Ask students:

- How can our families help us when we experience a problem?
- How can we help other family members who have problems?

Discuss why family and community rules and laws are necessary. Ask students to name rules and laws they know about. Write the rules and laws on the board. Let students decide which rules should apply to the classroom.

Discuss what self-responsibility is and why we must be responsible by following rules and laws both at home and away from home.

Have students design bumper stickers with messages concerning rules and laws. Display the bumper stickers in the classroom.

Arrange students in pairs and assign each pair one of the situations described on the following page. After a brief discussion time, ask students to report their solutions to their situations.

RESOURCES & MATERIALS

Law in a Changing Society Curriculum, "Rules and Laws for Citizenship" (Kindergarten-3)
Law-Related Education; P.O. Box 12487;
Austin, TX 78711; (512) 463-1388

Strips of poster board or paper; paints, crayons, or magic markers

Worksheet: "Situations"

ESSENTIAL ELEMENT

Social studies. Institutions and processes of local, state, national, and other political systems. The student shall be provided opportunities to know who makes rules and laws in the community and to understand consequences for violating rules of the school.

NAME______________________________DATE____________________

Situations

1. You and a friend find some money in the hall. Your friend thinks you should keep the money and use it to buy candy because no one has seen you pick it up. You think it should be turned in to the office. What do you do?

2. You are in the bathroom and see a bottle of pills. You think they probably taste like candy. You want to eat some. What do you do?

3. You and your friend find some matches on the sidewalk. Your friend says to throw them away. You are curious. You want to light a pile of dried leaves in the gutter. What do you do?

4. You are at a friend's house after school. You and your friend find an open can of beer in the refrigerator. What do you do?

Education
for
Self-Responsibility II:

PREVENTION
OF
DRUG USE

Sample Lessons

GRADE
3

WE'RE PUSHING FOR
A DRUG-FREE STATE

LESSON OBJECTIVE

III.A-2. Realize personal uniqueness.

ASSESSMENT CRITERION

Identify qualities, characteristics, physical attributes, attitudes, and beliefs that make each individual special.

ACTIVITIES & STRATEGIES

Pass out the worksheet, "What I Like to Do," and have students complete it. Then let students share what they wrote.

Following the worksheet activity, write one of these words on the chalkboard: decorations, treats, games, gifts.

Inform the students that they will be divided into four groups to help plan a party. Have each student choose one of the four words and get together with the other children who chose the same word in a designated area of the classroom.

Explain that the groups are responsible for doing what the chosen word suggests—decorating the classroom, making special gifts to give everyone, passing out special treats such as fruit or popcorn, planning games for the class to play. Tell each group to keep its plans secret until the party.

RESOURCES & MATERIALS

Worksheet: "What I Like to Do"

Materials for decorating and making gifts and treats

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, constructing and modeling three-dimensional forms, and manipulating fibers.

NAME________________________________DATE__________________

What I Like to Do

1. When I am alone, I like to

2. When I am at home with my family, I like to

3. When I am at school, I like to

4. When I am with my friends, I like to

5. The things I can do best are

6. The things I wish I could do better are

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

Fine Arts **Grade 3**

3

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.A-3. Identify personal beliefs, values, and feelings.

ASSESSMENT CRITERION

Identify personal beliefs, values, and feelings as they relate to positive and constructive behavior and self-concept.

ACTIVITIES & STRATEGIES	RESOURCES & MATERIALS
Have students demonstrate facial expressions showing feelings of anger, happiness, sadness, and fear. Then have students draw faces depicting these emotions. Let students exchange drawings and label them according to the feeling being expressed.	Drawing paper and pencils, crayons
Read a vivid passage in a book and let students paint a picture or construct a model to illustrate the feelings or ideas expressed in the passage.	Library book or magazine Drawing paper, crayons, paints, modeling clay
Divide students into small groups and let them write a brief skit or choose a story to dramatize. Encourage students to make masks depicting feelings of the characters.	
Choose a popular song and make a mask to illustrate the title. For example, students might draw a smiling mask for "Put on a Happy Face" or "Don't Worry Be Happy." Let other students guess the song title being demonstrated.	Paper plates, string, crayons to make masks
Ask students what *unique* means (read the dictionary definition, if necessary) and write the definition on the board. Stress to students that every person is unique—no two people are exactly alike.	
Talk about symbols such as the flag, an eagle, and the state flower, and explain that symbols are used to remind us of something such as a country, a person, or an idea.	
Instruct students to complete the worksheet, "My Symbol," to create symbols that represent them. Allow them to use different art supplies such as paint, crayons, clay, cotton balls, and dried noodles.	Worksheet: "My Symbol" Various art supplies—paint, clay, cotton balls, dried noodles, yarn

---

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, constructing and modeling three-dimensional forms, and manipulating fibers.

NAME________________________________DATE____________________

My Symbol

Cut out the circle below and make a picture or design that stands for YOU, using your favorite colors and decorations.

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

Fine Arts **Grade 3**

3

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-1. Communicate thoughts, feelings, and opinions appropriately.

ASSESSMENT CRITERION

Identify healthy, socially accceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

ACTIVITIES & STRATEGIES

Divide the class into small groups. Ask students to try to remember a time when they were really angry. Then have them discuss how they felt at the time with the other students in their groups.

Have students suggest appropriate ways to deal with anger. List these suggestions on the board and allow students to write the suggestions they like best on their "Angry Monsters" worksheet.

Emphasize that it is normal to feel angry occasionally and that anger is a very strong feeling. Point out that our reactions to our own anger are what help or injure us. It is not acceptable behavior to injure ourselves or someone else or to hurt someone's feelings when we are angry.

Have students complete the "Angry Monsters" worksheet. Then ask each student to draw his or her own concept of an angry monster on the worksheet.

RESOURCES & MATERIALS

Worksheet: "Angry Monsters"

ESSENTIAL ELEMENT

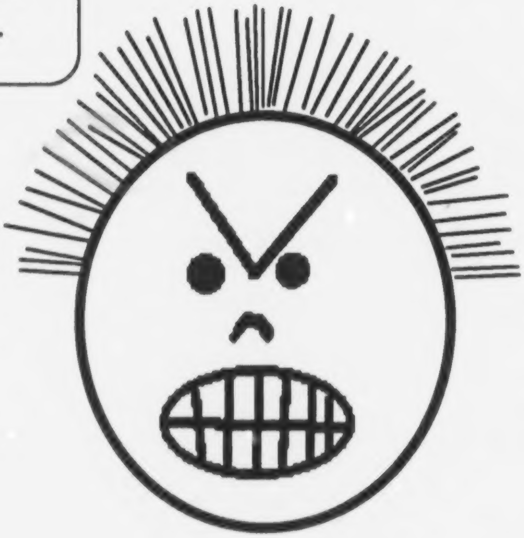
Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, constructing and modeling three-dimensional forms, and manipulating fibers.

NAME____DATE____________________

Angry Monsters

Finish the list of things you can do to get rid of the angry monster.

To get rid of me you can do many things such as . . .



1. Tell someone you are angry.
2. Draw a picture.
3. Listen to music.
4.
5.
6.
7.
8.
9.
10.

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Have students work together to create a 3-D diagram of the human body using discarded household items. Use the body diagram on the handout as a reference. Divide the body diagram in half vertically with tape.

Instruct students to make one side of the body healthy and drug free and the other side unhealthy from using tobacco, alcohol, and other drugs. The healthy side should be brightly colored and attractive to represent strength and energy, while the unhealthy side should be drab and splotchy to represent weakness and listlessness.

RESOURCES & MATERIALS

Handout: "Body Diagram"

Old bleach bottles, margarine tubs, vaccuum hoses, tape, egg cartons, paper towel and toilet paper rolls, other throw away items, paint, markers, construction paper, glue, scissors, tape

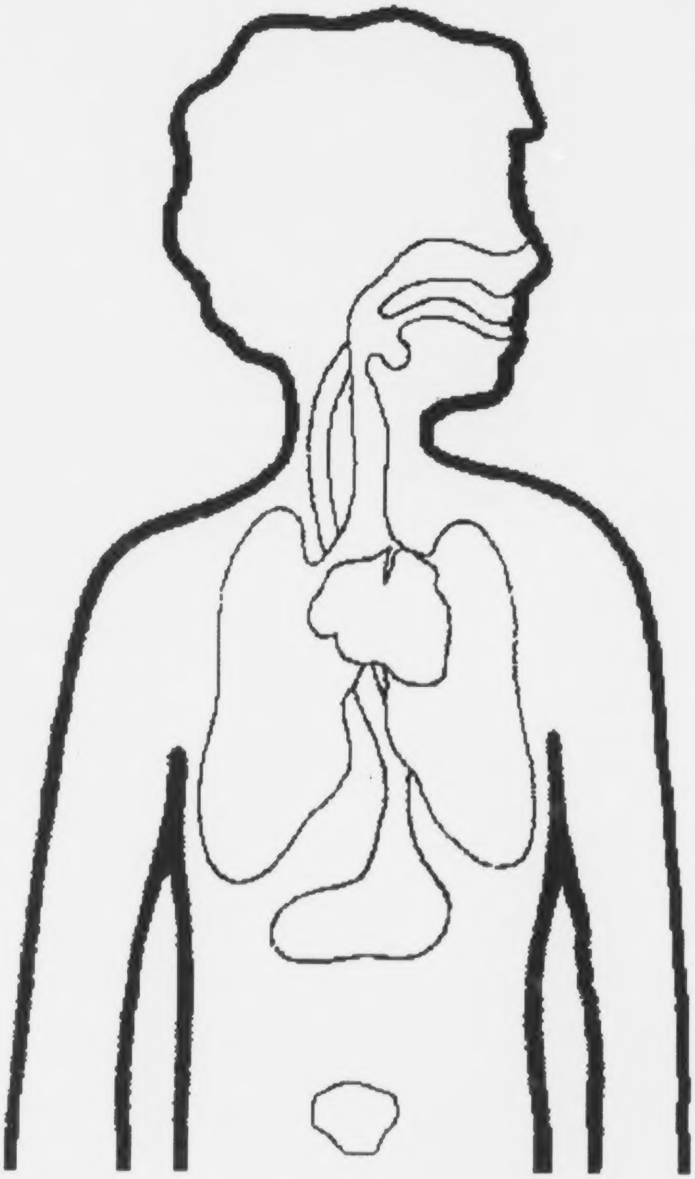
---

ESSENTIAL ELEMENTS

- *Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize the negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs.*
- *Health. Identify daily practices that promote self-concept.*

NAME____DATE______________________

Body Diagram



Reproduced with permission:
American Lung Association of Maryland

233

LESSON OBJECTIVE

II.B-1. Define the therapeutic use of medicine.

ASSESSMENT CRITERION

Identify conditions and situations in which drugs can be legally, responsibly, and therapeutically administered by licensed professionals who are morally, ethically, and legally responsible.

ACTIVITIES & STRATEGIES

Differentiate between prescription and over-the-counter drugs:

- **Prescription:** Medicine that can only be purchased with a doctor's order.
- **Over-the-Counter (OTC):** Any of a wide variety of commercially produced medications that can be purchased without a doctor's prescription but that must be taken only as directed on the package and with an adult's supervision.

Display empty medicine containers and let the students classify them as prescription or OTC drugs. Read warning labels on medicines and interpret the directions for safe use.

Ask students why people take medicine. Emphasize that students should never take medicine—either prescription or over-the-counter—without adult supervision.

Have students make puppets and break up into groups of five to create skits about taking medicine safely.

RESOURCES & MATERIALS

TEACHER TIP

Stress that we cannot buy prescription drugs unless we have a written order from a doctor.

Empty medicine bottles, both prescription and OTC

Socks, buttons, construction paper, glue, fabric markers, and scissors

TEACHER TIP

During this lesson, talk about the kinds of prescriptions such as antibiotics, antihistamines, allergens, analgesics, and vaccines that students might have taken. Explain that dosages are lower for babies and young children than for older children and adults.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize the negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs.

LESSON OBJECTIVE

III.C-1. Describe the relationship between stress and tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify psychological and physiological characteristics of stress.

ACTIVITIES & STRATEGIES

Ask students what the term "stress" means. List things that cause stress on the board. Examples might include getting an "F" on the math test, knowing your teacher is planning to call your parents tonight, worrying that your parents might be having a problem.

Explain that all people feel stress at one time or another and that we must learn to cope when we feel stress.

Have students complete the worksheet, "Being Angry."

Let students role play the following situations:
- Teams are being picked for kickball in your gym class. You are chosen last. How do you feel? What do you do?
- You hear some kids whispering. You turn around and they're looking at you and laughing. How do you feel? What do you do?

Complete the worksheet, "A Story About Kris." Tell the students Kris can be a boy or a girl.

RESOURCES & MATERIALS

Worksheet: "Being Angry"

Worksheet: "A Story About Kris"

TEACHER TIP

Remind students that everyone feels stress at some time. Emphasize that there are many situations over which they have no control. Let them know that there are many ways to cope with the sometimes overwhelming feeling of stress.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify daily practices that promote self-concept.

NAME____DATE________________________

Being Angry

Draw someone who is angry.

Tell why the person is angry.

Tell what could be done to make the angry person feel better.

- How can another person help solve the problem?
- How can the angry person handle the anger in a positive way?

NAME________________________________DATE____________________

A Story About Kris

Kris is in the third grade. Sometimes Kris feels upset or under stress. Write a story about a time Kris felt this way and what Kris did to cope with the stress.

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.D-2. Describe the importance of setting realistic personal goals.

Language Arts Grade 3

3

TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Describe the psychological and physiological benefits of setting personal goals.

ACTIVITIES & STRATEGIES

Explain the importance of setting goals. Emphasize that setting a series of short-term goals keeps people motivated and helps them reach more significant long-term goals.

Help the students set a goal to read a specific number of books each six weeks. Make a book caterpillar (as described below) to hang on the wall of the classroom.

To make a book caterpillar, cut out large circular pieces of construction paper and put eyes, mouth, and antennae on the first one. On the circles that follow, write the child's name and the title of book read. Each time a student reads a book, add a circle to the book caterpillar and let the student give an oral or written report. Students should state the main idea and tell important facts about the story.

When a student reaches his or her ultimate goal, give the student the "Gold Medal" worksheet to color, decorate, and cut out. Use string to tie the medal around the student's neck. Let the student wear the medal in class all that day.

RESOURCES & MATERIALS

Construction paper, scissors, crayons, string

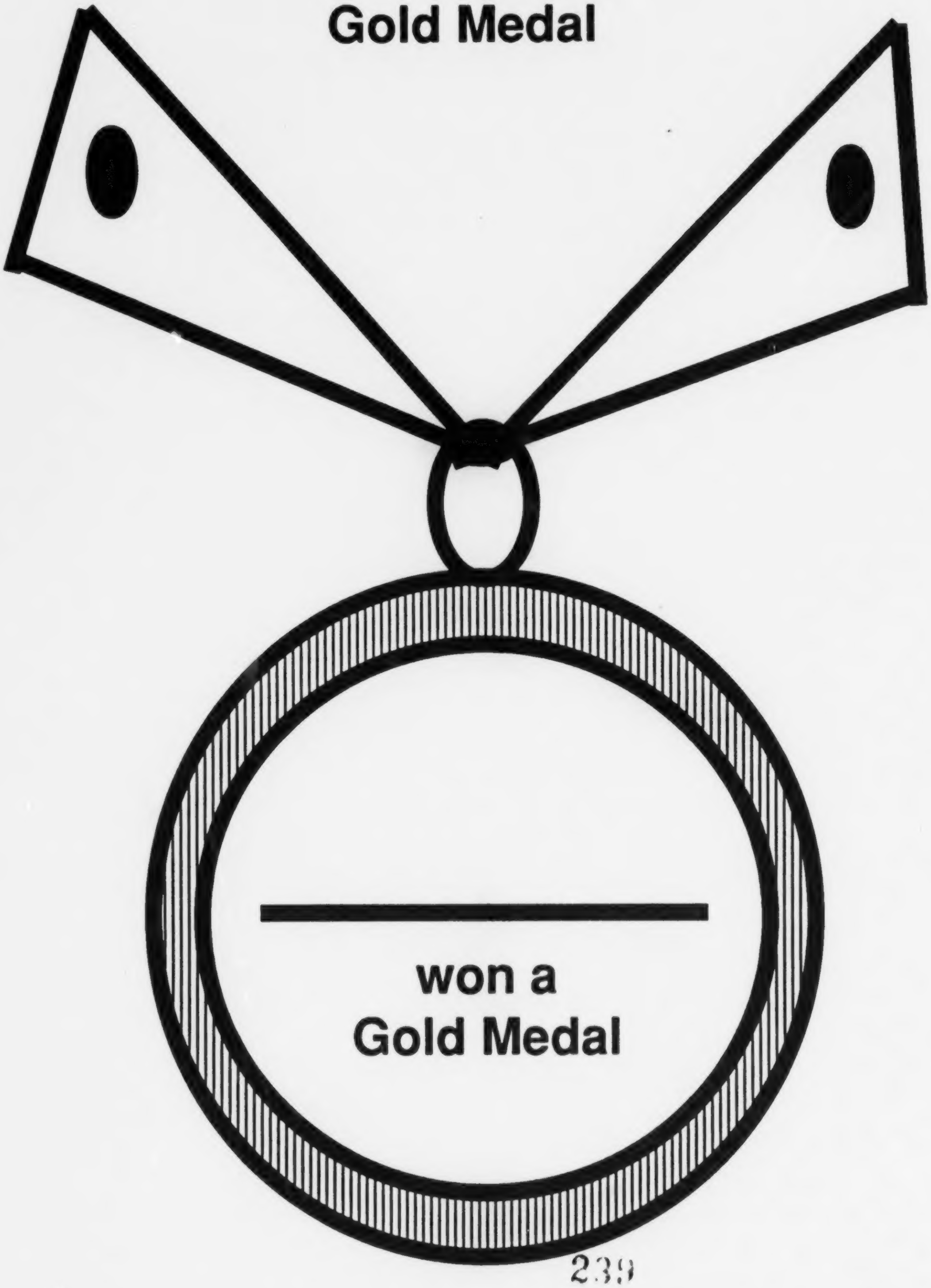
Worksheet: "Gold Medal"

ESSENTIAL ELEMENT

Language arts. Reading. Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to recall important facts and details that support the main idea.

NAME____**DATE**__________________________

Gold Medal


won a
Gold Medal

LESSON OBJECTIVES

III.D-4. Formulate effective strategies for helping others who experience problems.
III.A-2. Realize personal uniqueness.

ASSESSMENT CRITERION

Describe courses of action that can be taken to help another person handle or resolve a problem.

ACTIVITIES & STRATEGIES

Discuss the sense of well-being we get from helping others. Ask students to share experiences in which they have helped others.

Have students complete the worksheet, "How Can You Help?" When everyone is finished, have students read their answers aloud and discuss them as a class.

Distribute the handout, "Getting to Know Yourself." Instruct the students to write the main idea of the selection. Then have the students write a five- to seven-sentence paragraph with the theme, "I'm Special Because..."

RESOURCES & MATERIALS

Worksheet: "How Can You Help?"

Handout: "Getting to Know Yourself"

ESSENTIAL ELEMENTS

- *Language arts. Speaking. Developing fluency in using oral language to communicate effectively. The student shall be provided opportunities to engage in creative dramatic activities and nonverbal communication.*
- *Language arts. Reading. Using comprehensive skills to gain meaning from whatever is read. The student shall be provided opportunities to identify the main idea in a selection.*

NAME_______________________________________DATE____________________

How Can You Help?

Write a short paragraph explaining how you would help the person in each situation.

John fell off his bike and scraped his knee. How can you help?

Kim lost her new puppy. How can you help?

211

WE'RE PUSHING FOR
A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

NAME________________________DATE______________

Getting to Know Yourself

In many ways you are like other people. You have two eyes, a nose, and a mouth. You even have some of the same feelings they do. You and your friends and family may enjoy some of the same foods, movies, books, television shows, and games.

You are also **different**. You may be a gymnast or you might enjoy hiking. Other people may think hiking is boring or that gymnastics is too difficult.

No one looks exactly like you either. You may look similar to some of the people in your family but never exactly like them. People are born with their own special look and shape to their bodies that make them special.

You are learning to do new things every day. You can learn new things from school, from your family, and from your friends. It is nice when people can teach you fun things to do that are safe and healthy for you. It is bad when someone teaches you new things that are harmful or unsafe for you.

Family members do not love each other because of how they look but because they know each other very well.

Knowing what people **are like** is more important than knowing what people **look like**.

Each person is **one of a kind**. Everyone is different from everyone else. This is what helps make us all special.

LESSON OBJECTIVE

I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify social pressure and enticements to use tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Pass out the "Word Puzzle" worksheet and give students time to complete it. Discuss the importance of saying "no" to drugs.

Identify other ways to say "no" and feel good about your choice such as:
- I don't need drugs to feel good.
- Athletes can't use drugs and be successful.
- I want to be my best.
- I don't like to feel "funny."

Discuss what it would feel like to be in a situation where we would have to say "no" to a friend. Ask students to give examples of when saying "no" to a friend would be necessary. Ask students:
- Would it be difficult to say "no" to a friend?
- Why is it very important for us to learn to say "no" to drugs?

Emphasize that by saying "no" to a friend who offers them drugs, students are helping that friend understand that drugs are bad for him or her.

Have students create posters showing children saying "no" to drugs. Display posters around the school for all students to see.

RESOURCES & MATERIALS

Worksheet: "Word Puzzle"

"Word Puzzle"
Answer Key
Say no thank you.

Drawing paper, crayons

ESSENTIAL ELEMENT

Language arts. Speaking. Speaking to accomplish a variety of purposes: informing, expressing, persuading, entertaining. The student shall be provided opportunities to use a brief set of reasons to persuade a peer or an adult.

NAME________________________________DATE________________

Word Puzzle

Follow the instructions below to find the answer to the question. Write the answer in the space at the bottom of the page.

S	C	A	E	Y	R	E	N	I	C	O	E	
T	E	R	Z	H	A	C	N	I	E	C	K	
R	E	Y	O	I	R	U	C	E	R	E	I	

Instructions:

- Cross out all the C's.
- Cross out the last letter of the alphabet.
- Cross out all the R's.
- Cross out all the E's.
- Cross out all the I's.

Question:

What should you do if a friend tries to give you a cigarette, a beer, or some drugs?

Answer:

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressure and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Distribute ads cut from magazines. Ask students to identify the item being advertised and state whether he or she would want to buy it and why. Explain that there is a very specific purpose for advertising—to make us buy something or believe something. Point out the techniques used to make ads work such as showing glamor, adventure, romance, fun, and imagination.

Ask students to name their favorite television commercial and tell what they like about it. List on the chalkboard the qualities in commercials and ads such as color, animation, characters, and actions that appeal to students. Ask students to identify the descriptive and action words used. Then substitute other words for the descriptive and action words in the ads. Is the ad as convincing as it was before? Why? Why not?

Have students use the words and qualities that they noticed on the television commercials to create a magazine ad to encourage people to remain drug free. Tell them to write a short paragraph about the ad they created and why they think the ad would help others stay drug free.

RESOURCES & MATERIALS

Samples of magazine advertisements

Drawing paper, crayons

ESSENTIAL ELEMENT

Language arts. Writing. Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to use a variety of prewriting activities as sources for later writing.

Language Arts Grade 3

3

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.E-1. List healthy alternatives to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify activities, habits, and attitudes that promote healthy lifestyles.

ACTIVITIES & STRATEGIES

Explore the importance of healthy activities such as biking, walking, playing games, and swimming. Ask students to choose one activity they enjoy and have each write two paragraphs telling another person how to do it and what kind of equipment is needed.

Have students each write three sentences on a notecard explaining why the activity was chosen.

Have each student write three clues on a notecard describing his or her chosen activity. See if other students can guess the activity. Let them answer any questions their classmates might have about the activity. Then let the student read his or her paragraphs to the class.

Ask students to make a list of new activities they would like to try. Make an activity file.

RESOURCES & MATERIALS

Notecards, file box

ESSENTIAL ELEMENTS

- *Language arts. Speaking. Developing fluency in using oral language to communicate effectively. The student shall be provided opportunities to speak clearly to a group.*
- *Language arts. Writing. Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to use a variety of prewriting activities as sources for later writing.*

LESSON OBJECTIVE

III.A-2. Realize personal uniqueness.

ASSESSMENT CRITERION

Explain factors that make an individual unique.

Mathematics **Grade 3**

3

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Divide the class into pairs of students. Give each student the worksheet, "Your Royal Highness," and tell students that they will measure themselves to see the uniqueness in each of us.

Carry out each of the described measurements.

Demonstrate how to calculate the final answer.

Emphasize that differences in physical traits, talents, and abilities help make each individual a valuable member of the class. This is a good activity to include every child and to give each some recognition from the class.

RESOURCES & MATERIALS

Worksheet: "Your Royal Highness"

Metric measuring tape, scale in grams, stopwatch or clock with a second hand

TEACHER TIP

This activity should be used to acknowledge differences, but in an accepting manner.

ESSENTIAL ELEMENTS

- *Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to add and subtract whole numbers.*
- *Mathematics. Measurement concepts and skills using metric and customary units. The student shall be provided opportunities to measure (using measuring instruments).*

NAME____**DATE**____________________

Your Royal Highness

With a partner, measure the following lengths, weights, and times and add them to determine your Royal Highness.

Measurement	Code
Your HIGHNESS—height in centimeters	H ________
Your BREATHINGNESS—hold your breath in seconds	B ________
Your WIDENESS—distance from fingertip to fingertip with your arms outstretched	W ________
Your CURLINESS—length of the longest hair on your head in centimeters	C ________
Your NOSINESS—length of your nose in millimeters	N ________
Your LAUGHINESS—width of your smile in millimeters	L ________
Your STEADINESS—the length of time in seconds you can stand on one foot	S ________
Add all the numbers and write the total here:	____________

Your ROYAL HIGHNESS = [H + B + W + C + N + L + S]

Who in the class has the greatest ROYAL HIGHNESS?______________________________

Who in the class has the lowest ROYAL HIGHNESS?______________________________

Who in the class has a ROYAL HIGHNESS that is closest to your ROYAL HIGHNESS?

____

WE'RE PUSHING FOR A DRUG-FREE STATE

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.D-2. Describe the importance of setting realistic personal goals.

ASSESSMENT CRITERION

Define realistic personal goals.

Mathematics **Grade 3**

3

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Review multiplication and division.

Discuss goals and the different kinds of goals people have including:

- School goals—"I want to learn my multiplication tables."
- Family goals—"We want to spend more time together on the weekends."
- Short-term goals—"I want to run a faster time in the 40 yard dash."
- Long-term goals—"I want to learn a way of earning a living."
- Health goals—"I want to lead a happy, healthy, productive life." (To do that I have to say "no" to drugs.)

Have students complete the worksheet, "Working for the Goal."

RESOURCES & MATERIALS

Worksheet: "Working for the Goal"

"Working for the Goal"
Answer Key

1. **run, faster**
2. **president**
3. **read, a, book**
4. **dancer**
5. **Washington, D.C.**
6. **stamp, collection**
7. **ski**
8. **go to college**
9. **model car**
10. **finish, this, assignment**

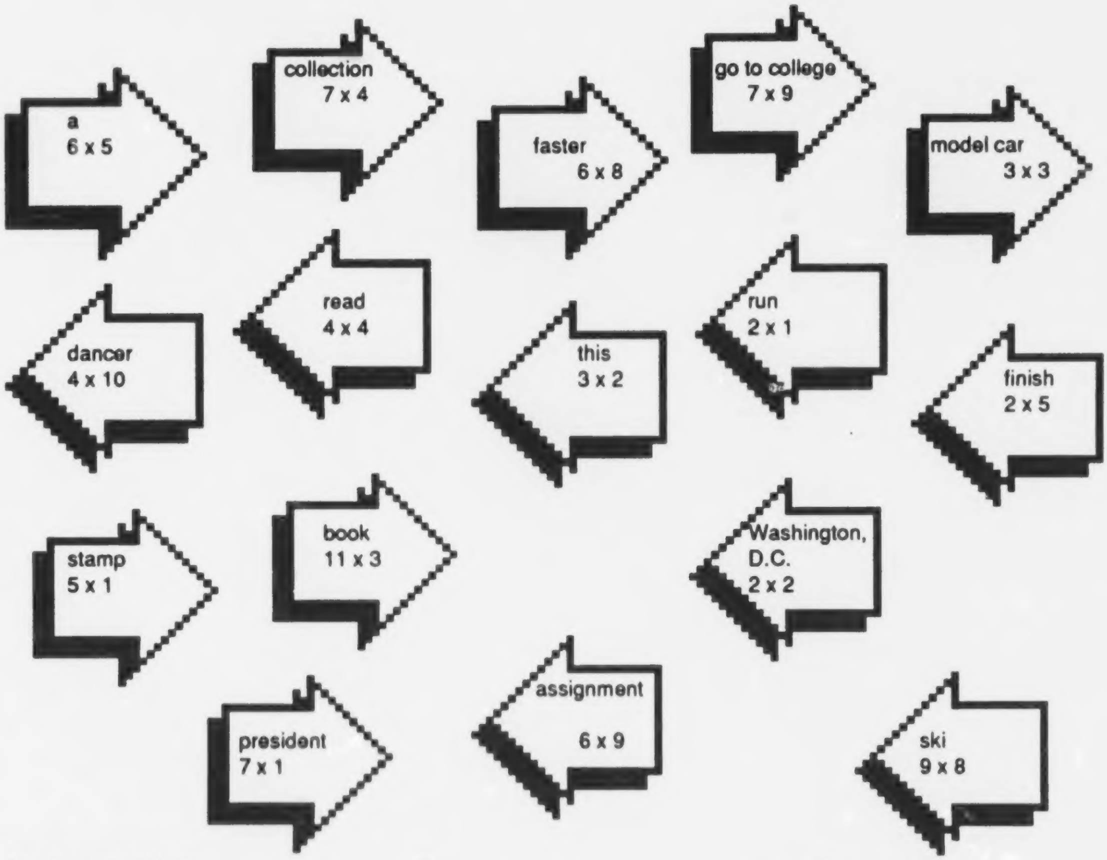
ESSENTIAL ELEMENT

Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to multiply whole numbers and to divide whole numbers (using concrete materials).

NAME____DATE______________________

Working for the Goal

Solve these multiplication problems and fill in missing words in each sentence.


a
6 x 5
collection
7 x 4
faster
6 x 8
go to college
7 x 9
model car
3 x 3
dancer
4 x 10
read
4 x 4
this
3 x 2
run
2 x 1
finish
2 x 5
stamp
5 x 1
book
11 x 3
Washington, D.C.
2 x 2
president
7 x 1
assignment
6 x 9
ski
9 x 8

1. Martha's goal is to ______________2 ____________________48.

2. Mario's goal is to become__________________________________7.

3. Bonnie's goal is to ___________16 ______30 _____________33 every week.

4. Steve's goal is to be the best_________________________40 in the class.

5. Yung's goal is to travel to __________________________4.

6. Juan's goal is to add to his______________5 ____________________28.

7. Rita's goal is to _________________________72 for the first time.

8. Rachel's goal is to be the first in her family to ____________________________63.

9. Danny's goal is to make a __________________________________9 someday.

10. Your goal for today can be to ________________10__________6____________________54.

LESSON OBJECTIVE

II.B-3. Identify the significance of peer pressure and/or role modeling and imitation.

ASSESSMENT CRITERION

Describe situations in which peer pressure, role modeling, and imitation increase an individual's likelihood of using tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Review locating points on a number line.

Have students complete the worksheet, "When We Follow Others."

Talk about role models and have students complete the worksheet, "Healthy Role Models."

Review answers and discuss the healthy role models that students listed on the backs of their papers. List on the board some of the characteristics of these role models. Ask the students whether these characteristics would be good ones to imitate. Why? Why not?

Give examples of situations involving peer pressure such as:

- Your friend wants you to smoke a cigarette.
- An older student wants you to smoke a cigarette.
- An older friend wants you to sniff some glue.

Ask students what they would do in situations such as these. Emphasize that if they give in to peer pressure they may cause harm to themselves and others.

RESOURCES & MATERIALS

Worksheet: "When We Follow Others"

Worksheet: "Healthy Role Models"

TEACHER TIP

Emphasize that a responsible adult needs to be told if a student encounters these kinds of pressures.

"When We Follow Others" Answer Key

1. **parents**
2. **friends**
3. **others**
4. **imitate**
5. **drugs**
6. **health**

ESSENTIAL ELEMENT

Mathematics. The representation of numbers on a line and pairs of numbers on a coordinate plane. The student shall be provided opportunities to locate points on a number line.

NAME______________________________ **DATE**____________________

When We Follow Others

Locate these points on the number line to find the hidden word in each sentence.

1. Sometimes we follow our____________________. (3, 1, 4, 6, 2, 7, 5)

Q	A	N	P	R	S	E	T	X
0	1	2	3	4	5	6	7	8

2. ____________________(3, 6, 4, 2, 5, 1, 7) are our leaders sometimes.

B	D	E	F	I	N	R	S	T	U
0	1	2	3	4	5	6	7	8	9

3. Some people do what____________________(18, 16, 6, 4, 10, 14) do.

A	B	E	H	F	R	I	S	T	O
0	2	4	6	8	10	12	14	16	18

4. To____________________(0, 6, 0, 12, 3, 12, 21) someone's bad habit can be harmful.

I	A	M	O	T	W	F	E	R
0	3	6	9	12	15	18	21	24

5. Doing ____________________(0, 15, 25, 5, 20) because others do is not smart.

D	G	O	R	S	U	A	T
0	5	10	15	20	25	30	35

6. Always follow____________________(22, 8, 10, 14, 2, 22,16) role models.

X	T	R	I	E	A	Q	L	Y	O	U	H
0	2	4	6	8	10	12	14	16	18	20	22

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

NAME______________________________ **DATE**__________________

Healthy Role Models

In the space below, list five healthy people who are good role models for children.

1.

2.

3.

4.

5.

What makes these people good role models? List five healthy characteristics of these people that you would like to imitate.

1.

2.

3.

4.

5.

Mathematics **Grade 3**

3

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.A-2. Recognize primary effects of alcohol, tobacco, and other drugs.

ASSESSMENT CRITERION

Define the primary physiological and psychological effects of alcohol, tobacco, and other drugs.

ACTIVITIES & STRATEGIES

Review reading charts and graphs.

Discuss how charts and graphs can be used to show us things about our bodies.

Discuss heart rate and how it is measured. Help students take their own heart rates, feeling the pulse at the wrist or the neck or putting a hand on the heart.

Have students complete the worksheet, "Your Beating Heart." Discuss the questions and answers. Then ask students:

- What other information about our bodies is measurable?
- Can we measure how fast we run?
- Can we measure our temperature?
- What kind of things happen with the use of drugs like nicotine (cigarettes) and caffeine (coffee)?
- What other unhealthy substances do people use?
- How can those substances change the body?

RESOURCES & MATERIALS

Worksheet: "Your Beating Heart"

TEACHER TIP

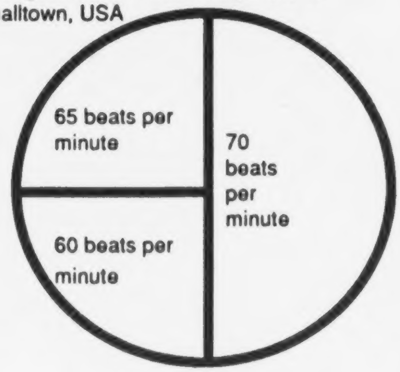
Heart rate increases with exercise, too. Stress that an increased heart rate can be good if it is achieved through exercise but that it is unhealthy when caused by drug use.

ESSENTIAL ELEMENT

Mathematics. Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to use charts and graphs.

NAME____DATE____________________

Your Beating Heart

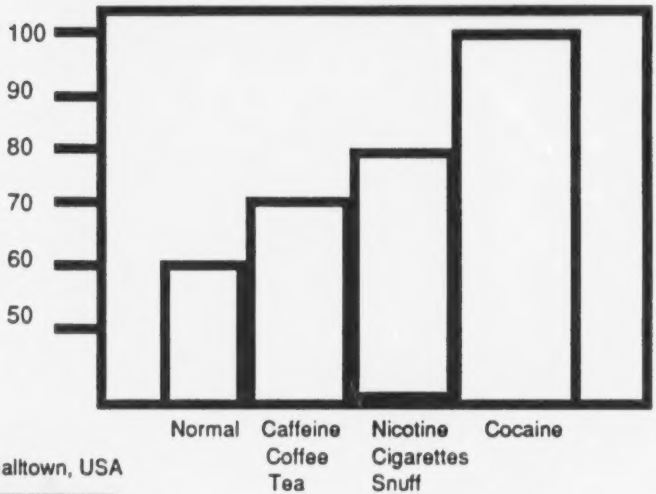

Average heart rates for 100 people in Smalltown, USA

1. What fraction of people had 70 beats per minute? ________

2. What fraction of people had 65 beats per minute? ________

3. What fraction of people had more than 60 beats per minute? ________

Average heart rates for 1000 people in Smalltown, USA while using the drugs caffeine, nicotine, and cocaine.



4. What is the heart rate after drinking coffee? ________

5. What is the heart rate after smoking a cigarette? ________

6. Which drug produces the highest heart rate? ________

Heart rates for students using snuff in Smalltown, USA

Student	Normal heart rate	Heart rate while dipping snuff
B	70	95
Y	60	90
R	65	75
P	75	95

7. Who has the highest heart rate? ________

8. Who has the lowest heart rate while dipping? ________

9. How much would P's heart rate increase if he or she dipped? ________

10. Whose heart rate changed the most? ________

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

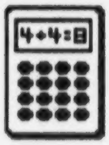
LESSON OBJECTIVE

II.C-1. Identify and acknowledge federal, state, local, and school laws and policies regarding all aspects of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Describe school policies governing use of tobacco, alcohol, and other drugs.

Mathematics **Grade 3**



3

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Review addition and subtraction.

Discuss school rules about drug, alcohol, and tobacco use.
- What are these rules?
- Why do we have these rules?
- What would happen if we did not have these rules?

Have students complete the worksheets, "School Rules" and "Rules Can Be Fun."

Discuss the coded messages after papers have been completed and scored.

RESOURCES & MATERIALS

Worksheets: "School Rules" and "Rules Can Be Fun"

"School Rules"
Answer Key
Rules help our school to be drug free!
"Rules Can Be Fun"
Answer Key
Following rules keeps us safe and healthy!

ESSENTIAL ELEMENT

Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties and uses. The student shall be provided opportunities to add and subtract whole numbers.

NAME________________________ DATE__________________

School Rules

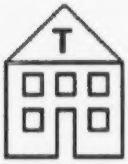
Solve these addition problems and use the correct answers to find the hidden message.

3 + 6

4 + 0

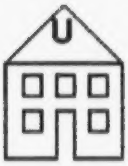
0 + 0

5 + 1



4 + 1

7 + 7



6 + 4

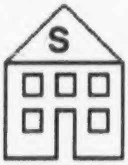
10 + 5

3 + 5

12 + 0

5 + 8

3 + 0



4 + 3

10 + 1

______________ ______________

11 10 12 3 7 13 3 12 15

______________ ______________

9 10 11 7 4 13 9 9 12

______________ ______________

5 9 14 3

______________ ______________!

6 11 10 0 8 11 3 3

257

NAME________________________________DATE__________________

Rules Can Be Fun

Solve these subtraction problems and use the correct answers to find the hidden message.

R 16 - 2

T 2 - 1

A 15 - 5

W 8 - 1

O 11 - 3

N 9 - 4

Y 3 - 3

L 7 - 5

F 13 - 2

I 4 - 1

U 11 - 2

E 19 - 3

S 20 - 2

G 17 - 4

K 9 - 5

P 14 - 2

D 20 - 5

H 13 - 7

______________________________ ________________

11 8 2 2 8 7 3 5 13 14 9 2 16 18

______________________ ____________

4 16 16 12 18 9 18

__________________ ____________________

18 10 11 16 10 5 15

____!

6 16 10 2 1 6 0

Mathematics **Grade 3**

3

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.D-2. Identify people to talk to.

ASSESSMENT CRITERION

Identify accessible individuals who can counsel individuals about drug-related problems.

ACTIVITIES & STRATEGIES

Discuss surveys and how they work to collect data.

Explain that there are three parts to this exercise:
- Part 1—distributing the survey
- Part 2—collecting the data
- Part 3—creating a bar graph to represent the results and data

Have students in the class and in another Grade 3 class complete the survey, "Getting Help—Part 1: Survey."

This activity can be done in all Grade 3 classes, but use only two hours of data for the bar graph exercise.

Compile and total the data from the surveys upon completion. Write the data on the board in a form like the chart in the worksheet, "Getting Help—Part 2." Have students transfer the information to the chart on the worksheet and answer the questions.

Distribute "Getting Help—Part 3" and instruct students to draw bar graphs using the worksheet and red and blue crayons to represent the data.

Discuss the results of this survey.
- Did it provide some interesting information?
- Did a bar graph represent this information well?
- What kind of graph (if any) could more effectively represent these data?

RESOURCES & MATERIALS

Worksheet: "Getting Help—Part 1: Survey"

Worksheet: "Getting Help—Part 2: Collecting Data"

Worksheet: "Getting Help—Part 3: Creating a Graph"

TEACHER TIP

Use this lesson to teach how important it is to seek an adult to help with a problem or when a student knows of some unsafe activity of another student. It is important to help others in a caring manner.

ESSENTIAL ELEMENT

Mathematics. The use of probability and statistics to collect and interpret data. The student shall be provided opportunities to collect and organize information and to interpret and construct picture and bar graphs.

NAME________________________________DATE____________________

Getting Help—Part 1
Survey

My teacher's name is__________________________.

Please answer the following question by circling one choice:

If a friend of mine was using drugs, drinking alcohol, dipping snuff, smoking cigarettes, or sniffing a substance, I would be concerned and talk about my concerns with this person (circle only one):

a parent

a teacher or counselor

a friend

someone else in my family

my minister, priest, or rabbi

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

NAME________________________________ DATE________________

Getting Help—Part 2
Collecting Data

Copy the data that your teacher has collected from the surveys.

Class	Number of students who chose "a parent"	Number of students who chose " teacher or counselor"	Number of students who chose "another family member"	Number of students who chose "a friend"	Number of students who chose "minister, priest, or rabbi"

1. How many students in BOTH classes would go to a parent?

____

2. Which class had more students who answered "a friend"?

____

3. Which class had fewer students who would go to a teacher or a counselor?

____

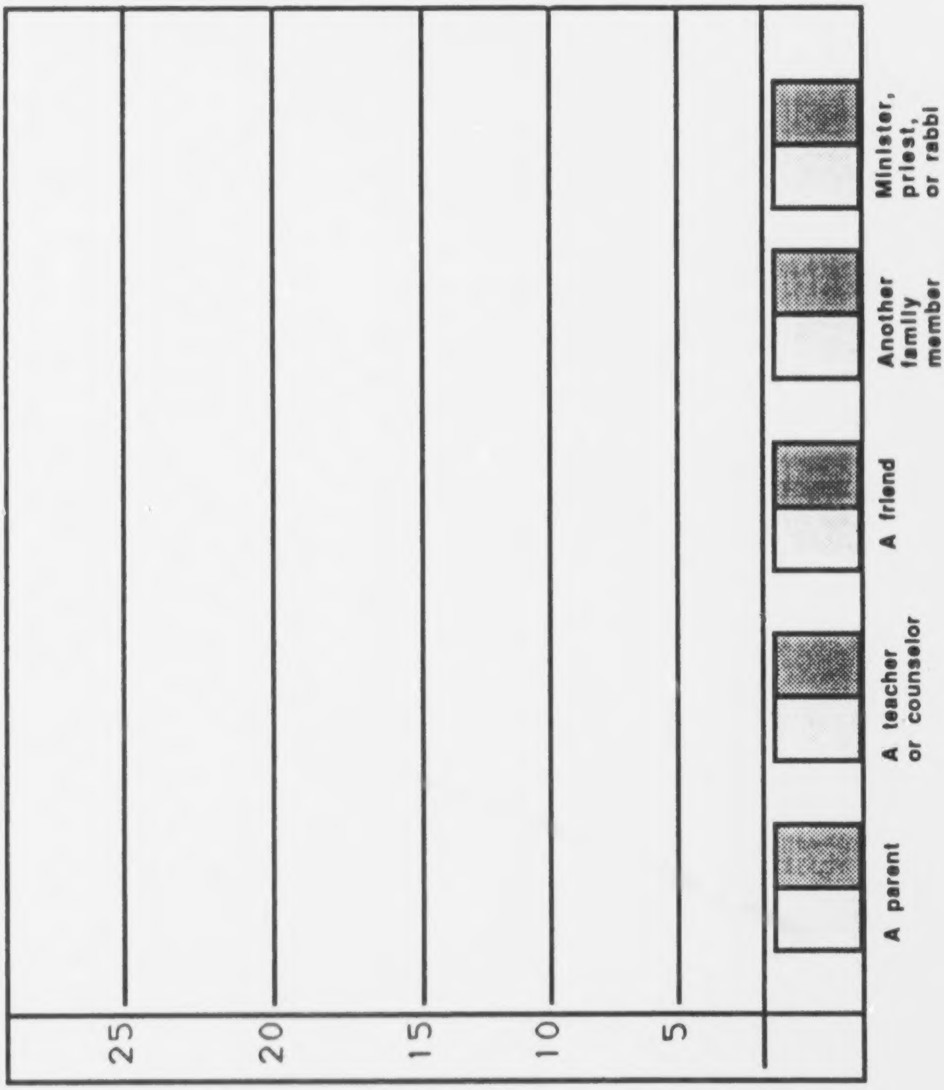
4. Do you think these classes are alike or different in their answers to this survey?

____

NAME____DATE______________________

Getting Help—Part 3
Creating a Graph

Create a bar graph by using the data shown in Part 2. Shade the number of students who answered each choice, using red for your class and blue for the other class.



LESSON OBJECTIVE

I.A-6. Analyze the effects of tobacco, alcohol, and other drug use on earning potential, ability to save money, and spending habits.

ASSESSMENT CRITERION

Estimate the monthly amount of money required to support an active habit.

ACTIVITIES & STRATEGIES

Review addition and subtraction of dollars and cents. Ask students what kinds of things they like to buy when they have money.

Discuss the financial costs of smoking cigarettes, drinking alcohol, dipping snuff, and chewing tobacco. What things could a person buy if his or her money is not spent on drugs?

Give students a monthly salary in play money. In addition to paying monthly bills (rent, food, gas, other), have students deduct the cost of supporting a drug habit (smoking cigarettes, drinking wine coolers) for one month.

After the activity, lead a discussion based on the following questions:

- How did the drug habit affect your ability to save money?
- How did it affect your spending habits?
- What financial problems did the drug habit cause?
- What emotional stress did the drug habit cause?
- How might this drug habit affect your friends?
- What better ways could this money be spent?

Have students complete the worksheet, "A Budget."

RESOURCES & MATERIALS

TEACHER TIP

For this budget activity, discourage students from choosing a cheaper drug in order to save money (for example, cigarettes or alcohol instead of the more expensive cocaine). Stress that *all* drugs are harmful and should be avoided. The fact that they are also a strain on the budget is just one of the negative aspects of drugs. Also, be sure to lead student discussion to an understanding of the dangers of drug use.

Worksheet: "A Budget

ESSENTIAL ELEMENTS

- *Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to add and subtract decimals using money.*
- *Mathematics. Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to use basic operations with whole numbers and with decimals using money.*

NAME_________________________________DATE_______________

A Budget

Mr. and Mrs. Davidson have an income of $2500 per month. Every week, they follow a budget in order to pay their bills with the money they earn from their jobs. Each week, they set aside the following amounts for bills:

$ 25.00—electricity, water, gas
$200.00—house payment, rent
$ 30.00—car expense
$ 50.00—food
$ 50.00—other bills (cable TV, phone, credit cards)
$ 70.00—other expenses (savings, recreation, travel, clothing, gifts)

If Mr. or Mrs. Davidson had a drug habit such as smoking cigarettes, where in the budget do you think this cost might be covered?

If they spent money on tobacco, alcohol, or other drugs could the Davidsons afford to purchase a new car or other major items? Could they afford emergency medical expenses?

How does drug use affect someone's spending habits?

LESSON OBJECTIVE

I.D-3. Describe public health problems related to tobacco, alcohol, and other drug use.

Mathematics **Grade 3**

3

TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Identify mental and physical health problems related to the use of tobacco, alcohol, and other drugs that affect the community.

ACTIVITIES & STRATEGIES

Discuss pie charts and graphs and how they represent a whole concept and parts of a whole.

Explain that the chart can represent fractions or percentages. Using the overhead transparency, "Pie Charts," show students these fractional representations.

Discuss examples that can be represented using pie charts:
- Half the class is girls and half the class is boys.
- About 1/3 of the class has brown hair.
- About 2/3 of the school wears blue jeans.
- All of the students like school.
- All of the teachers wear shoes.

Explain that pie charts are used to show important information called "statistics."

Have students complete the worksheet, "Statistics."

Optional activity. Have students prepare a picture or bar graph using the statistics given on the worksheet.

RESOURCES & MATERIALS

Overhead transparency: "Pie Charts"

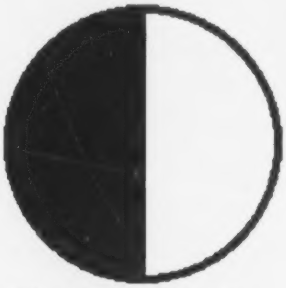
Worksheet: "Statistics"

ESSENTIAL ELEMENT

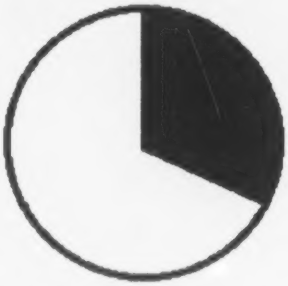
Mathematics. The use of probability and statistics to collect and interpret data. The student shall be provided opportunities to collect and organize information and to interpret and construct picture and bar graphs.

Pie Charts

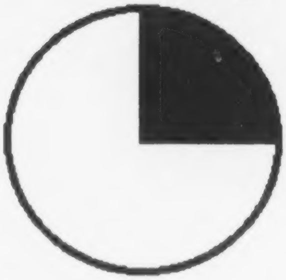
One whole: 1



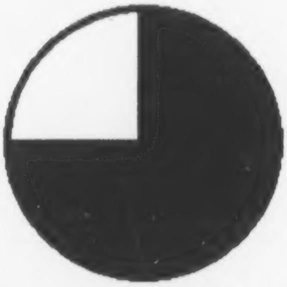
One half: $\frac{1}{2}$



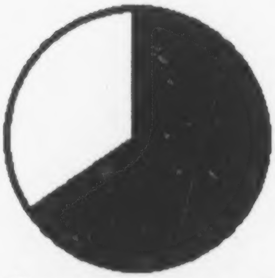
One third: $\frac{1}{3}$



One fourth: $\frac{1}{4}$



Three fourths: $\frac{3}{4}$



Two thirds: $\frac{2}{3}$

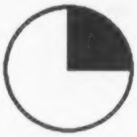
WE'RE PUSHING FOR
A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

NAME______________________________DATE__________________

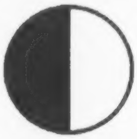
Statistics

Read these statistics and write a fraction to show what part is represented by the shaded area.

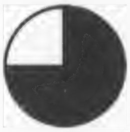
1. Families affected by alcoholism. ______________



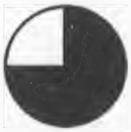
2. Traffic deaths related to alcohol. ______________



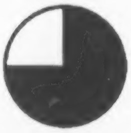
3. Lung cancer deaths caused by cigarette smoking. ______________



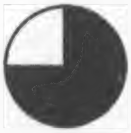
4. Suicides involving alcohol use. ______________



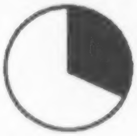
5. Deaths due to fire involving alcohol use. ______________



6. Child abuse involving alcohol use. ______________



7. Deaths of people age 25-34 caused by drunk drivers. ______________



WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.D-6. Practice effective listening, reading, and writing skills.

ASSESSMENT CRITERION

Demonstrate skills in gathering data through listening and reading and recording those data in written form.

ACTIVITIES & STRATEGIES

Write the following six words on the chalkboard: doctor, nurse, pharmacist, dentist, lab worker, veterinarian. Ask students to describe each occupation and discuss briefly how each is related to health. Ask students what kinds of knowledge are common to all of the occupations. If students don't mention a knowledge of drugs, ask them if they think that is essential in each of the occupations listed and why.

Have students complete the worksheet, "Word Mix," to familiarize them with the spelling of the six occupations.

Invite representatives from each occupation to speak to the class and request that the speakers include the topics mentioned above—relation to health, knowledge required, proper use of drugs—and recent advances in their fields. Follow each presentation with a question and answer period that will permit students to gather information of specific interest to them or clarify what was presented. Students may prepare some questions in advance.

Require students to take notes during each speaker's presentation and use the notes to prepare brief reports on what they learned from listening to each speaker.

RESOURCES & MATERIALS

Chalkboard

Worksheet: "Word Mix"

Guest speakers

ESSENTIAL ELEMENT

Science: Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to obtain science information from varied resources.

NAME________________________________ DATE____________________

Word Mix

These people have jobs that help you become healthy and stay healthy. Find the people in the word mix below and circle each one. The words can go up and down, side to side, on a diagonal, forward, or backward.

DENTIST
DOCTOR
LAB WORKER
PHARMACIST
NURSE
VETERINARIAN

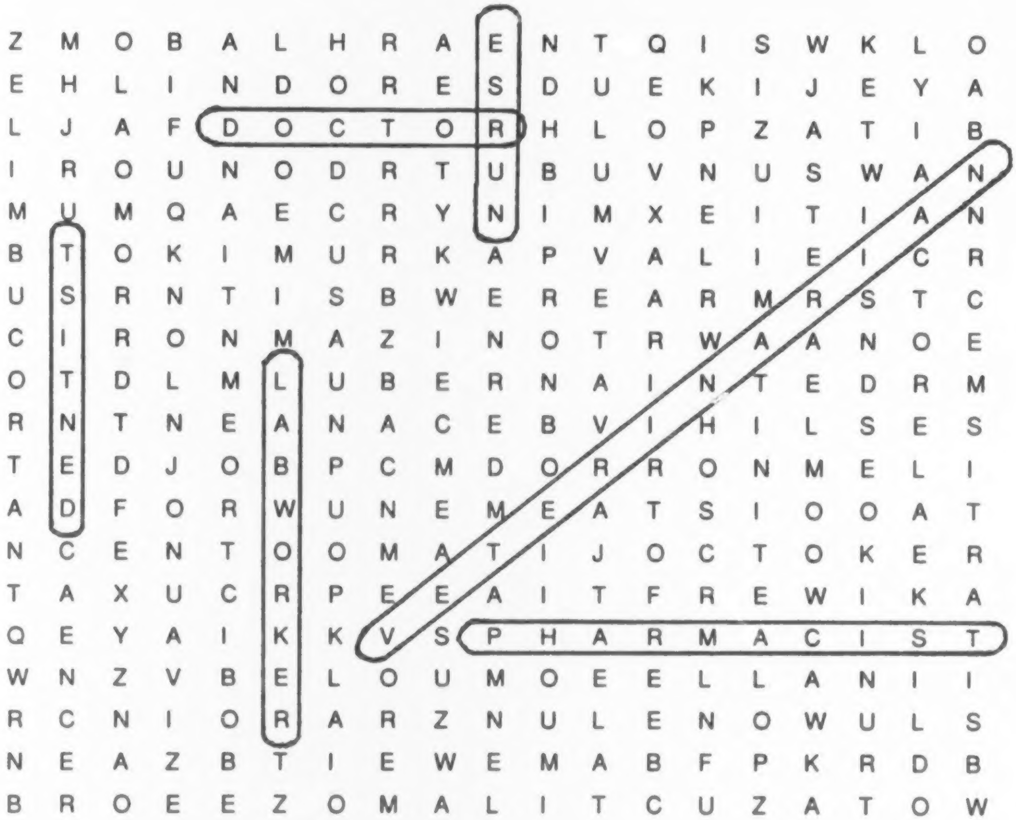
Z	M	O	B	A	L	H	R	A	E	N	T	Q	I	S	W	K	L	O
E	H	L	I	N	D	O	R	E	S	D	U	E	K	I	J	E	Y	A
L	J	A	F	D	O	C	T	O	R	H	L	O	P	Z	A	T	I	B
I	R	O	U	N	O	D	R	T	U	B	U	V	N	U	S	W	A	N
M	U	M	Q	A	E	C	R	Y	N	I	M	X	E	I	T	I	A	N
B	T	O	K	I	M	U	R	K	A	P	V	A	L	I	E	I	C	R
U	S	R	N	T	I	S	B	W	E	R	E	A	R	M	R	S	T	C
C	I	R	O	N	M	A	Z	I	N	O	T	R	W	A	A	N	O	E
O	T	D	L	M	L	U	B	E	R	N	A	I	N	T	E	D	R	M
R	N	T	N	E	A	N	A	C	E	B	V	I	H	I	L	S	E	S
T	E	D	J	O	B	P	C	M	D	O	R	R	O	N	M	E	L	I
A	D	F	O	R	W	U	N	E	M	E	A	T	S	I	O	O	A	T
N	C	E	N	T	O	O	M	A	T	I	J	O	C	T	O	K	E	R
T	A	X	U	C	R	P	E	E	A	I	T	F	R	E	W	I	K	A
Q	E	Y	A	I	K	K	V	S	P	H	A	R	M	A	C	I	S	T
W	N	Z	V	B	E	L	O	U	M	O	E	E	L	L	A	N	I	I
R	C	N	I	O	R	A	R	Z	N	U	L	E	N	O	W	U	L	S
N	E	A	Z	B	T	I	E	W	E	M	A	B	F	P	K	R	D	B
B	R	O	E	E	Z	O	M	A	L	I	T	C	U	Z	A	T	O	W

ANSWER KEY

Word Mix

These people have jobs that help you become healthy and stay healthy. Find the people in the word mix below and circle each one. The words can go up and down, side to side, on a diagonal, forward, or backward.

DENTIST
DOCTOR
LAB WORKER
PHARMACIST
NURSE
VETERINARIAN



Z	M	O	B	A	L	H	R	A	E	N	T	Q	I	S	W	K	L	O
E	H	L	I	N	D	O	R	E	S	D	U	E	K	I	J	E	Y	A
L	J	A	F	D	O	C	T	O	R	H	L	O	P	Z	A	T	I	B
I	R	O	U	N	O	D	R	T	U	B	U	V	N	U	S	W	A	N
M	U	M	Q	A	E	C	R	Y	N	I	M	X	E	I	T	I	A	N
B	T	O	K	I	M	U	R	K	A	P	V	A	L	I	E	I	C	R
U	S	R	N	T	I	S	B	W	E	R	E	A	R	M	R	S	T	C
C	I	R	O	N	M	A	Z	I	N	O	T	R	W	A	A	N	O	E
O	T	D	L	M	L	U	B	E	R	N	A	I	N	T	E	D	R	M
R	N	T	N	E	A	N	A	C	E	B	V	I	H	I	L	S	E	S
T	E	D	J	O	B	P	C	M	D	O	R	R	O	N	M	E	L	I
A	D	F	O	R	W	U	N	E	M	E	A	T	S	I	O	O	A	T
N	C	E	N	T	O	O	M	A	T	I	J	O	C	T	O	K	E	R
T	A	X	U	C	R	P	E	E	A	I	T	F	R	E	W	I	K	A
Q	E	Y	A	I	K	K	V	S	P	H	A	R	M	A	C	I	S	T
W	N	Z	V	B	E	L	O	U	M	O	E	E	L	L	A	N	I	I
R	C	N	I	O	R	A	R	Z	N	U	L	E	N	O	W	U	L	S
N	E	A	Z	B	T	I	E	W	E	M	A	B	F	P	K	R	D	B
B	R	O	E	E	Z	O	M	A	L	I	T	C	U	Z	A	T	O	W

WE'RE PUSHING FOR
A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.D-3. Describe public health problems related to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify the harmful effects of tobacco smoking on smokers and nonsmokers.

ACTIVITIES & STRATEGIES

Tell the class that you are going to introduce a mystery product to them by giving them a number of clues. If a student guesses what the product is, he or she will write the name on a slip of paper but must not show it to anyone.

Display the following items on a desk to refer to as you talk: five inflated balloons, a small jar filled with flour, an empty insecticide spray can, ammonia in water, one cup of dark Karo syrup, a small amount of white Karo.

Clues to help identify the mystery product are as follows:

- The product is associated with more than 500 gases and a few thousand chemicals. (Show the class the inflated balloons and tell them that each balloon represents 100 gases found in this mystery product. One balloon contains one of these gases that is odorless and tasteless [carbon monoxide]. It is also deadly in larger amounts.)
- If you use the average amount of this product daily, you will lose 6-8 percent of your body's oxygen carrying capacity, making it more difficult for you to breathe.
- (Show the class the flour.) This ingredient is a tasteless poisonous chemical element [arsenic] associated with the mystery product.
- (Point out the insecticide spray can.) An ingredient used in making insecticide is also used in the mystery product.
- (Hold up the container of ammonia water.) This ingredient is another one of the hundreds of gases and chemicals contained in the mystery product. You can smell it.
- (Show the class the cup of dark Karo.) If you use the average amount of the mystery product, your body will collect about a cup of this [tar] a year.
- If you start using this product while young and continue, you may lose 6.5 years of your life.
- If you use this product a lot, you are twice as likely to die between the ages of 25 and 65 as people who do not use this mystery product.

RESOURCES & MATERIALS

Five inflated balloons, a small jar filled with flour, an empty insecticide spray can, ammonia in water, one cup of dark Karo syrup, a small amount of white Karo

Use clear containers through which the contents are visible.

ESSENTIAL ELEMENT

Science. Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to obtain science information from varied resources.

ACTIVITIES & STRATEGIES, continued

- (Hold up the white Karo container for the class to see.) This is a poison [nicotine] found in the mystery product. This poisonous substance can be habit forming. It makes your heart beat faster—15-25 extra beats per minute or as many as 10,000 beats per day. Also, it quickens your breathing. When you use the mystery product, this poison reaches your brain in only seven seconds. A one-drop injection of the pure substance could cause instant death.
- Before the end of this day, approximately 4,500 young people will have tried or started using this product. Most of them will be teenage girls.
- More people die from using this product than seven times our annual death toll from highway accidents.
- Users of this product are 1,000 percent more likely to die of lung cancer than those who do not use it.
- Users of the mystery product can usually be identified by yellow stains on their teeth, bad breath, and a certain odor in their clothes.
- Because of the habit-forming (addictive) drug contained in the mystery product, users find it difficult to stop using the product. They become depressed, tense, and irritable for a time.
- If you are in a room with people using this mystery product, you will be affected although you are not using it. About 34 million people are sensitive to the product.
- Finally, this product is so dangerous and deadly that four rotating warning labels are placed on it.

What is the mystery product? Which clues did you recognize? What made you certain that it is tobacco?

Following identification of the mystery product, group students in dyads or triads. Ask each group to compose a TV commercial jingle to warn people about the dangers of using tobacco. Let each group stand behind a simulated TV set to perform its jingle.

RESOURCES & MATERIALS

A microphone (real or make-believe) and a poster board to serve as a make-believe TV frame. Paint control knobs on the front of the TV frame.

TEACHER TIP

If possible, videotape the performances to show to other classes.

LESSON OBJECTIVES

III.A-2. Realize personal uniqueness.
III.B-1. Communicate thoughts, feelings, and opinions appropriately

ASSESSMENT CRITERION

Explain factors that make an individual unique.

ACTIVITIES & STRATEGIES

Tell students that all of us need to do fun things that help us feel good.

Discuss "inside" (thinking by ourselves) activities. For example, daydreaming and pretending are "inside" activities.

Discuss "outside" (doing with others) activities such as sports and games.

Ask students:
- What do you like to do in your spare time?
- How do you feel when you spend time alone reading?
- How do you feel when you are with your friends at a party?
- Are you most happy when you are alone or with a group of people?

Have the students complete the worksheet, "Feeling Good—Inside and Out," by drawing their favorite activity to do alone inside the figure and their favorite activity to do with others outside the figure.

Let students share their pictures with the class. Then display the pictures around the room.

RESOURCES & MATERIALS

Worksheet: "Feeling Good— Inside and Out"

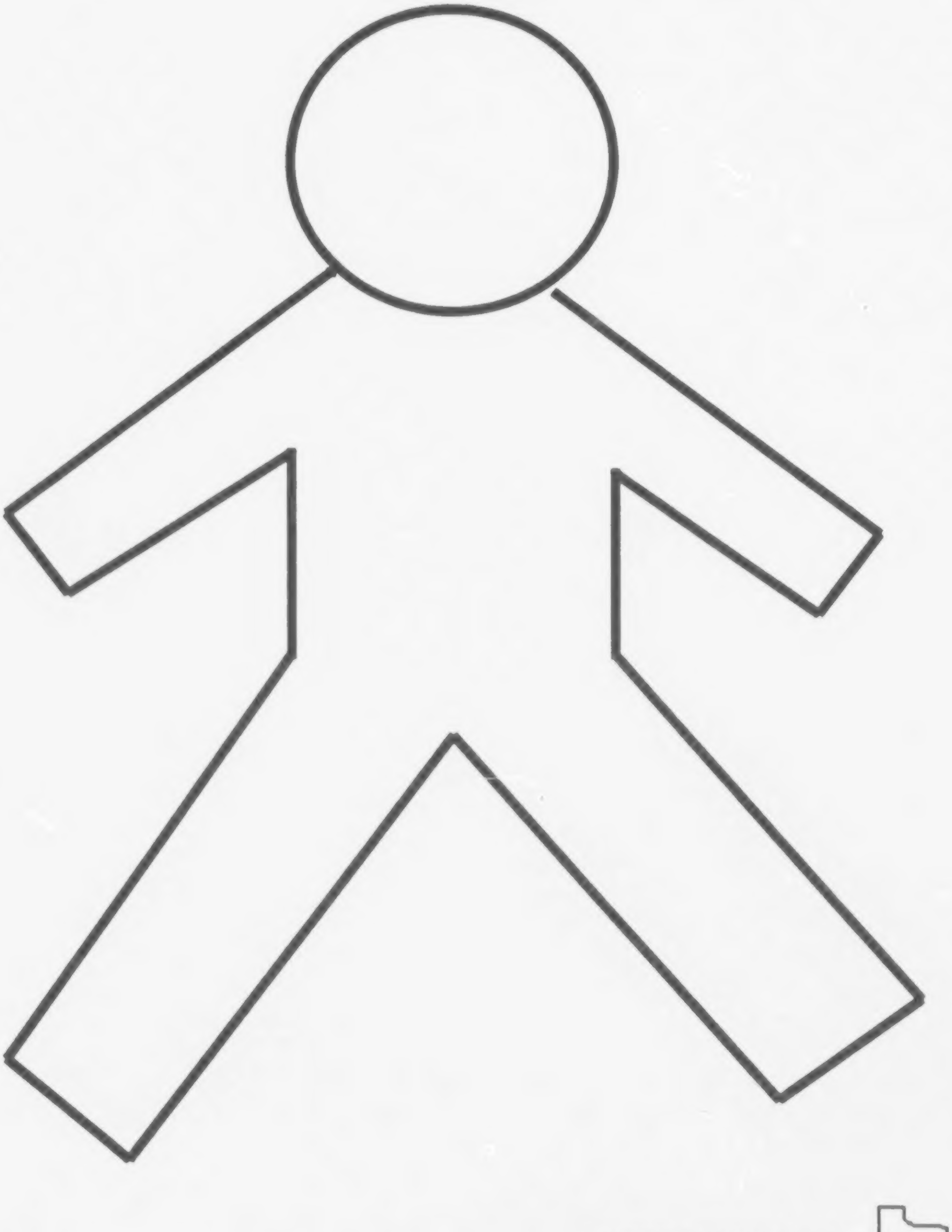
ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to understand that individuals have the right to hold differing viewpoints.

NAME________________________________DATE____________________

Feeling Good—Inside and Out

Draw your favorite "inside" (alone) activity inside the figure and draw your favorite "outside" (with others) activity outside the figure.



LESSON OBJECTIVE

III.B-7. Recognize the importance of participating in family activities.

ASSESSMENT CRITERION

Identify local customs and folkways that affect human behavior.

ACTIVITIES & STRATEGIES

Have students define customs, traditions, and folkways. Discuss some of the customs observed in the community and in students' families. If students are from varied cultural backgrounds, ask them to share with the class some of their customs such as the observance of holidays that differ from others.

After some discussion, give students an assignment for the following day to interview a grandparent or other relative concerning family customs and ways they have been continued from one generation to the next. Let the class suggest some questions to ask in the interview.

Provide time for students to share what they learned about family customs. Extend the activity through a class discussion of the ways family customs and rituals affect behavior and feelings.

Conclude the lesson by having students complete the worksheet, "Circles of Influence," that shows who the people are that influence them most.

RESOURCES & MATERIALS

Worksheet: "Circles of Influence"

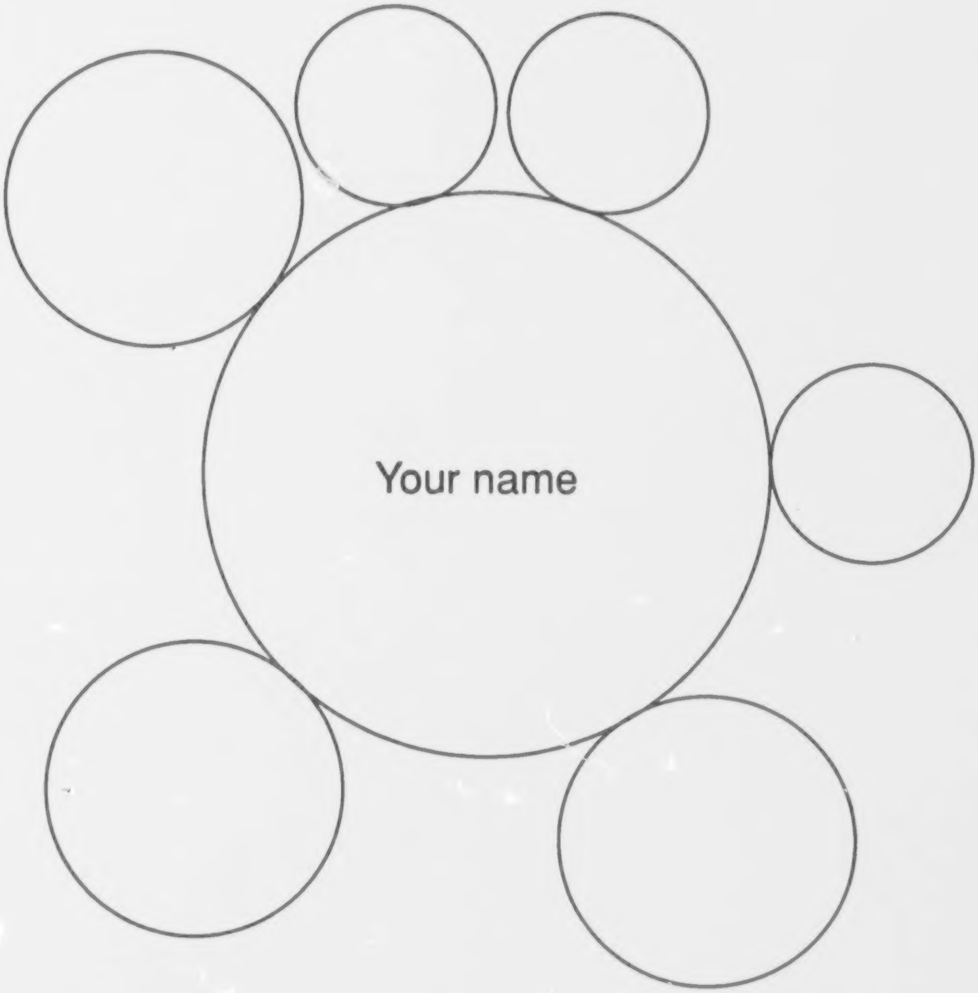
ESSENTIAL ELEMENT

Social studies. Psychological, sociological, and cultural factors affecting human behavior. The student shall be provided opportunities to identify local traditions, customs, and folkways.

NAME__________________________________**DATE**____________________

Circles of Influence

Label circles showing people who influence you. Large circles are for those who have a lot of influence on you, and small circles are for those who have less influence on you. Write inside the circle who the people are such as mother, father, grandparent, brother, sister, friend, and teacher. Do not use proper names. You may add more circles if you wish.



LESSON OBJECTIVE

III.B-6. Explain the importance of rules and laws.

ASSESSMENT CRITERION

Explain the importance of having rules and laws to help people live together in groups whether small such as a classroom or large such as a country.

ACTIVITIES & STRATEGIES

Ask students to offer definitions of the words "rule" and "law." How do they differ? Why do we need them? Ask for examples of a good rule and a good law. Do not comment but write responses on the chalkboard for reference later.

Tell students that the video, "Why Do We Have Laws? Shiver, Gobble, and Snore," will explain more about the need for laws. Suggest that students watch carefully so that they can answer questions following the video.

In the follow-up discussion after viewing the video, ask again why we need rules and laws. Compare the answers with those given before viewing the video. Discuss the needs of each character in the video and the responsibilities of each.

Divide students into groups of three or four and ask each group to write five rules that the students think would be helpful in their classroom. Have groups share their rules and write the rules on the chalkboard, eliminating any duplication. Let students vote to select five rules for the classroom.

RESOURCES & MATERIALS

Chalkboard

Audiovisual: "Why Do We Have Laws? Shiver, Gobble, and Snore"; Learning Corporation of America; Coronet Film and Video; 108 Wilmot Road; Deerfield, IL 60015

TEACHER TIP

Preview the videotape before showing it to the students. Anticipate the students' responses.

ESSENTIAL ELEMENT

Social studies. Institutions and processes of local, state, national, and other political systems. The student shall be provided opportunities to identify basic functions of local and state government.

LESSON OBJECTIVE

II.B-10. Explain the relationship between emotional dissatisfaction and tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Explain how feelings of loneliness and rejection may contribute to negative risk taking.

Social Studies Grade 3

3

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Over a period of two or three days, have students take turns reading aloud to the class a story about prejudices. *Wingman* is one such story. Allow time for discussion following each reading. Ask students how they think they would feel if they were rejected by their classmates and neighbors. Discuss some negative ways people may react to feeling isolated such as turning to drugs or criminal activities. Have the class brainstorm ways to help people feel accepted and worthwhile. Talk with students about showing respect for differences in cultures and encourage their learning more about other cultures.

Select several historical figures of various ethnic origins or some ethnic groups that contributed to American or Texan traditions and customs. Have students choose one to research to learn what contribution the person or group made to America or Texas.

After information is gathered, have students write an acrostic in which the first letters of each line form the name of the selected person or ethnic group as shown below:

Courageous
Hardworking
Intelligent
National
Energetic
Sociable
Economical

Display the acrostics in the classroom or let students read them to the class.

RESOURCES & MATERIALS

Book: *Wingman* by Daniel Manus Pinkwater; Dell Publishing, Co.; 1976

TEACHER TIP

Display age-appropriate books that deal with other cultures or with prejudice. Encourage students to choose a book to read.

ESSENTIAL ELEMENT

Social studies. Psychological, sociological, and cultural factors affecting human behavior. The student shall be provided opportunities to identify social and ethnic contributions in the community and state.

Appendix A: Teacher Resources

The following list of resources, selected from a variety of sources, are neither recommended nor endorsed by the Texas Education Agency. Likewise the Agency does not ensure that all the materials, in their entirety, contain a *no drug use* message. Local districts have wide discretion in selecting resources to meet special needs. Therefore, each school district must provide adequate staff training on up-to-date prevention methods to ensure that resource materials are selected and used effectively.

BOOKS

The American Medical Association. *Guide to Prescription and Over-the-Counter Drugs.* New York: Random House, 1988.

Anderson, G. L. *Solving Alcohol/Drug Problems in your School: Why Student Assistance Programs Work.* Minneapolis: Johnson Institute, 1988.

_______. *When Chemicals Come to School: The Student Assistance Program Model.* Minneapolis: Johnson Institute, 1987.

Anderson, J. W. *Teen Is a Four-Letter Word (A Survival Kit for Parents).* White Hall: Betterway Publications, Inc., 1983.

Barun, K., and Bashe, P. *How to Keep the Children You Love off Drugs.* New York: The Atlantic Monthly Press, 1988.

Boyd, M. *Turning On to Better Living.* Austin: National Educational Laboratory Publishers, Inc., 1975.

Black, C. *It Will Never Happen to Me.* New York: Ballantine Books, 1981.

________. *My Dad Loves Me, My Dad Has a Disease: A Workbook for Children of Alcoholics.* 6th ed. Denver: Mac Publishing, 1979.

Canfield, J., and Wells, H. C. *100 Ways to Enhance Self-Concept in the Classroom.* Old Tappan: Prentice-Hall, Inc., 1976.

Community Intervention, Inc. *Adolescent Suicide: Identification and Intervention.* Minneapolis: Community Intervention, Inc., 1987.

Consumer Information Center. *AIDS and the Education of our Children.* Pueblo: Consumer Information Center.

Crowley, James F. *Alliance for Change.* Minneapolis: Community Intervention, Inc., 1984.

Deutsch, C. *Broken Bottles, Broken Dreams: Understanding and Helping the Children of Alcoholics.* New York: Teachers College Press, 1982.

Drug Enforcement Administration. *Soozie and Katy.* Washington, D.C.: U.S. Government Printing Office, 1983.

Dunne, E. J.; McIntosh, J. L.; and Dunne-Maxim, K. *Suicide and Its Aftermath: Understanding and Counseling the Survivors.* New York: W. W. Norton & Company, 1987.

DuPont, R. L., MD. *Getting Tough on Gateway Drugs: A Guide for the Family.* Washington, D.C.: American Psychiatric Press, Inc., 1984.

Ewing, J. A., MD. *Today's Biomedical Research on Alcoholism.* Minneapolis: Johnson Institute, 1983.

Farnette, C.; Forte, I.; and Lois, B. *I've Got Me and I'm Glad: A Self-Awareness Activity Book.* Nashville: Incentive Publications, 1977.

Fleming, M. *Conducting Support Groups for Students Affected by Chemical Dependence.* Minneapolis: Johnson Institute, 1990.

Fluegelman, A. *More New Games.* New York: Doubleday & Co., Inc., 1981.

________. *The New Games Book.* New York: Doubleday & Co., Inc., 1976.

Fornaciari, S. *How to Talk to Kids About Drugs.* 5th ed. Bethesda: Potomac Press, 1980.

Fossum, M. A., and Mason, M. J. *Facing Shame: Families in Recovery.* New York: W. W. Norton & Company, Inc., 1986.

Gerne, T. A. *Substance Abuse Prevention Activities for Elementary Children.* Old Tappan: Prentice-Hall, Inc., 1986.

Girdano, D. A., and Dusek, D. E. *Drug Education: Content and Methods.* 4th ed. New York: Random House, 1988.

Glenn, S., and Nelson, J. *Raising Self-Reliant Children in a Self-Indulgent World: Seven Building Blocks for Developing Capable Young People.* Rockin: Prima Pub. Comm., 1988.

Gold, M. S., MD. *800-COCAINE*. 3rd ed. New York: Bantam Books, 1984.

________. *The Facts About Drugs and Alcohol*. 3rd ed. New York: Bantam Books, 1988.

Golden, S. *Driving the Drunk off the Road: A Handbook for Action*. 2nd ed. Washington, D.C.: Acropolis Books, Ltd., 1983.

Graedon, J., and Graedon, T. *Joe Graedon's the New People's Pharmacy*. New York: Bantam Books, 1985.

Griffin, T., and Svendsen, R. *The Student Assistance Program: How It Works, Revised*. Center City, MN: Hazelden Educational Materials, 1986.

Hammond, R. L. *Almost All You Ever Wanted to Know About Alcohol but Didn't Know Who to Ask!* Lansing: Alcohol and Drug Information Foundation, 1978.

Harrity, A. S., and Christensen, A. B. *Kids, Drugs, & Alcohol: A Parent's Guide to Prevention & Intervention*. White Hall: Betterway Publications, Inc., 1987.

Hawley, R. *A School Answers Back: Responding to Student Drug Use*. Rockville: American Council of Drug Education, 1984.

Hipp, E. *Fighting Invisible Tigers: A Student Guide to Life in "The Jungle."* Minneapolis: Free Spirit Publishing Company, 1985.

Hodgson, H. W. *A Parent's Survival Guide: How to Cope When Your Kid Is Using Drugs*. Center City: Hazelden Educational Materials, 1986.

Houghton, E. *Organizing Parents into an Effective Prevention Network*. Deerfield: Informed Networks, Inc., 1986.

Jampolsky, G. G., MD. *Teach Only Love: The Seven Principles of Attitudinal Healing*. New York: Bantam Books, 1983.

Jewett, C. L. *Helping Children Cope with Separation and Loss*. Harvard: The Harvard Common Press, 1982.

The Johnson Institute. *Chemical Dependency & Recovery Are a Family Affair*. Minneapolis: Johnson Institute, Inc., 1979.

Kaplan, L. S. *Coping with Peer Pressure.* New York: The Rosen Publishing Group, Inc., 1987.

Kersey, Katherine. *Helping Your Child Handle Stress.* Washington, D.C.: Acropolis Books, Ltd., 1986.

King, A. *A Handbook for Inservice Education: Guidelines for Training Multi-Cultural Education and Desegregation.* Austin: Southwest Educational Development Laboratory, 1982.

Kranyik, M. A. *Growing Up Is . . . Coping with Adult Problems When You're Still a Kid.* White Hall: Betterway Publications, Inc., 1985.

Leite, E., and Espeland, P. *Different Like Me: A Book for Teens Who Worry About Their Parents' Use of Alcohol/Drugs.* Minneapolis: Johnson Institute, 1988.

Leite, E. *Mending Family Relationships.* Minneapolis: Community Intervention, Inc., 1987.

Lewis, A. *Restructuring American Schools.* Arlington: American Association of School Administrators, 1989.

Loiry, D. A., and Loiry, C. J. *A Time to Live.* Sarasota: Loiry Publishing Co., 1982.

Macdonald, I., and Newton, M. *Drugs, Drinking, and Adolescents.* Chicago: Year Book Medical Publishers, Inc., 1984.

Medical Economics Books. *Physicians' Desk Reference (PDR).* Des Moines: Medical Economic Books, 1988.

Montagne, M. *Staying Straight: Adolescent Recovery.* Minneapolis: Community Intervention, Inc., 1987.

Myrick, R. D., Ph.D; and Sorenson, P. L., Ph.D. *Peer Helping: A Practical Guide.* Minneapolis: Educational Media Corporation, 1988.

Newcomb, M. D., and Bentler, P. M. *Consequences of Adolescent Drug Use: Impact on the Lives of Young Adults.* Newbury Park: Sage Publications, Inc., 1988.

Office of the Attorney General. *Schools and Drugs: A Guide to Drug and Alcohol Abuse Prevention Curricula and Programs.* Sacramento: Crime Prevention Center, 1987.

BEST COPY AVAILABLE

Ogden, E. H., and Germinario, V. *The At-Risk Student: A Practical Guide for Educators.* Lancaster: Technomic Publishing Co., 1988.

Painter, C. *Friends Helping Friends: A Manual for Peer Counseling.* Minneapolis: Educational Media Corporation, 1989.

Perkins, W. M., and Perkins, N. McM. *Raising Drug-Free Kids in a Drug-Filled World.* Center City: Hazelden Educational Materials, 1986.

Porterfield, K. M. *Coping with an Alcoholic Parent.* New York: The Rosen Publishing Group, 1985.

Quest International. *Skills for Adolescence, Activities, and Assignments Student Workbook.* Granville: 1988.

Rattray, J.; Howells, B.; and Siegler, I. *Kids and Alcohol: Get High on Life,* revised ed. Pompano Beach: Health Communications, Inc., 1984.

Rossow, L. F. *Search and Seizure in the Public Schools.* Topeka: The National Organization on Legal Problems of Education, 1987.

Sassatelli, J., RN. *Breaking Away: Saying Good-bye to Alcohol/ Drugs.* Minneapolis: Johnson Institute, 1989.

Scott, S. *How to Say No and Keep Your Friends.* Amherst: Human Resource Development Press, Inc., 1986.

________. *Peer Pressure Reversal: An Adult Guide to Developing a Responsible Child.* Amherst: Human Resource Development Press, Inc., 1985.

________. *Positive Peer Groups.* Amherst: Human Resource Development Press, Inc.

________. *When to Say Yes! and Make More Friends.* Amherst: Human Resource Development Press, Inc., 1988.

Summers, M. J.; Trost, J. G.; Zerkin, E. L.; Prentice, D.; Feeley, D.; and Gamage, J. R. *Our Chemical Culture: Drug Use and Misuse.* 2nd ed. Madison: Stash Press, 1975.

Texas Education Agency. *Curriculum Documents: Guides for Instructional Program Quality.* Austin: The Agency, 1990.

Texans' War on Drugs. *Drug-Free Texas Youth in Action: A Guide to Starting Drug-Free Youth Groups.* Austin: Texans' War on Drugs, 1990.

TWOD. *Prevention Program Directory.* Austin: Texans' War on Drugs, 1990.

TWOD. *Prevention Resource List.* Austin: Texans' War on Drugs, 1989.

Thomas, S. B. *Health-Related Legal Issues in Education.* Topeka: The National Organization on Legal Problems of Education, 1987.

U.S. Department of Health and Human Services. *Sixth Special Report to the U.S. Congress on Alcohol and Health.* Rockville: National Institute on Alcohol Abuse and Alcoholism, 1987.

VanVonderen, J. *Good News for the Chemically Dependent: How a Healthy Family Can Help Free a Loved One from the Bonds of Addiction.* Nashville: Thomas Nelson, Inc., 1985.

Watzlawick, P. *The Situation is Hopeless, but not Serious: The Pursuit of Happiness.* New York: W. W. Norton & Company, Inc., 1983.

Wegscheider, S. *Another Chance: Hope and Health for the Alcoholic Family.* Palo Alto: Science and Behavior Books, Inc., 1981.

Wegscheider, D. *If Only my Family Understood Me...* Minneapolis: CompCare Publishers, 1979.

Wilmes, D. J. *Parenting for Prevention: How to Raise a Child to Say No to Alcohol/Drugs.* Minneapolis: Johnson Institute, 1988.

GOVERNMENT DOCUMENTS

National Clearinghouse for Alcohol and Drug Information. *Adolescent Peer Pressure: Theory, Correlates, and Program Implications for Drug Abuse Prevention*, DHHS Publication No. ADM 84-1152. Rockville: The Clearinghouse, 1984.

NCADI. *Be Smart! Don't Start! Just Say "No"!* Rockville: The Clearinghouse, 1987.

NCADI. *Buzzy's Rebound*. Rockville: The Clearinghouse, 1988.

NCADI. *Cocaine/Crack: The Big Lie*. DHHS Publication No. ADM 877-1427. Rockville: The Clearinghouse, 1987.

NCADI. *Communicating with Youth About Alcohol: Methods, Messages, and Materials*. Rockville: The Clearinghouse, 1986.

NCADI. *El Cuidado de Su Bebe' Antes del Nacimiento*. Rockville: The Clearinghouse, 1987.

NCADI. *Fundraising for Communities: What Works*. Rockville: The Clearinghouse: 1988.

NCADI. *Helping Your Child Say "No" to Alcohol*. DHHS Publication No. ADM 87-1500. Rockville: The Clearinghouse, 1987.

NCADI. *Helping Your Pre-Teen Say "No": A Parent's Aid*. DHHS Publication No. ADM 86-1417. Rockville: The Clearinghouse, 1986.

NCADI. *Helping Your Students Say "No" to Alcohol*. DHHS Publication No. ADM 87-1501. Rockville: The Clearinghouse, 1987.

NCADI. *La Adiccion a la Cocaina*. Rockville: The Clearinghouse, 1986.

NCADI. *Mi Bebe' Fuerte y Sano*. Rockville: The Clearinghouse, 1987.

NCADI. *My Baby...Strong and Healthy*. DHHS Publication No. ADM 86-1436. Rockville: The Clearinghouse, 1986.

NCADI. *Opiates: Just Say "No."* DHHS Publication No. ADM 83-1308. Rockville: The Clearinghouse, 1983.

NCADI. *Quick List: 10 Steps to Help Your Pre-Teen Say "No."* DHHS Publication No. ADM 86-1418. Rockville: The Clearinghouse, 1986.

NCADI. *Sixth Special Report to the U.S. Congress on Alcohol and Health.* DHHS Publication No. ADM 87-1519. Rockville: The Clearinghouse, 1987.

NCADI. *The Surgeon General's Report.* Rockville: The Clearinghouse.

NCADI. *10 Steps to Help Your Child Say "No": A Parent's Guide.* DHHS Publication No. ADM 88-1417. Rockville: The Clearinghouse, 1988.

NCADI. *Working with Evaluators: A Guide for Drug Abuse Prevention Program Managers.* DHHS Publication No. ADM 88-1233. Rockville: The Clearinghouse.

National Institute on Drug Abuse. *Drug Abuse and Drug Abuse Research: Excerpts from the Second Triennial Report to Congress from the Secretary, Department of Health and Human Services.* Rockville: The Institute, 1987.

NIDA. *When Cocaine Affects SomeOne You Love.* DHHS Publication No. ADM 88-1559. Rockville: The Institute, 1987.

National School Boards Association. *No Smoking: A Board Member's Guide to Nonsmoking Policies for the Schools.* Alexandria: The Association, 1987.

Office for Substance Abuse Prevention. *Prevention Plus II, Tools for Creating and Sustaining Drug-Free Communities.* Rockville: National Clearinghouse for Alcohol and Drug Information, 1989.

Public Health Service. *Hallucinogens and PCP: Just Say "No."* Washington, D.C.: Public Health Service.

PHS. *Handbook for Evaluating Drug and Alcohol Prevention Programs: Staff/Team Evaluation of Prevention Programs (STEPP).* DHHS Publication No. ADM 85-1512. Washington, D.C.: Public Health Service, 1987.

PHS. *How a Non-Smoker Can Help a Smoker Become an Ex-Smoker.* DHHS Publication No. PHS 83-5020. Washington, D.C.: Public Health Service.

PHS. *No More Butts. A Guide to Quitting Smoking.* Publication No. PHS 83-50199. Washington, D.C.

PHS. *Review and Evaluation of Smoking Cessation Methods: The United States and Canada.* Publication No. NIH 87-2940. Washington, D.C.: Public Health Service, 1987.

PHS. *Smoking and Health Bulletin.* Washington, D.C.: Public Health Service, 1988.

PHS. *State and Local Programs on Smoking and Health.* DHHS Publication No. PHS 86-50190. Washington, D.C.: Public Health Service, 1982.

U.S. Department of Education. *Drug Prevention Curricula: A Guide to Selection and Implementation.* Rockville: National Clearinghouse for Alcohol and Drug Information, 1988.

USDE. *What Works: Schools Without Drugs.* Rockville: National Clearinghouse for Alcohol and Drug Information, 1989.

PAMPHLETS

AETNA Life and Casualty. "Under the Influence." Hartford, CT 06101.

Alcoholics Anonymous. "A. A. at a Glance." General Service Office; Box 459; Grand Central Station; New York, NY 10163.

AA. "Alcoholics Anonymous in Your Community." (1986) General Service Office; Box 459; Grand Central Station; New York, NY 10163.

American School Health Association. "A Comprehensive Approach to Drug-Free Schools and Communities." Reprint from *Journal of School Health.* (November 1988) vol. 58, pp. 365-369; Box 708; Kent, OH 44240.

The C. E. Mendez Foundation, Inc. "Too Good for Drugs." Box 10059; Tampa, FL 33679; (813) 875-2579.

Cloninger, Robert, MD. "Genetic and Environmental Factors Leading to Alcoholism." Reprint from *Journal Of Psychiatric Treatment and Evaluation,* (Dec. 30, 1983) vol. 5, pp. 487-496; Johnson Institute; 7151 Metro Blvd.; Minneapolis, MN 55435-33425; 1-800-231-5165.

Community Intervention, Inc. "Adolescent Drug and Alcohol Use: Signs and Symptoms." 529 S. 7th St., Ste. 570; Minneapolis, MN 55415.

Frandsen, Kathryn J., and Hafen, Brent Q., Ph.D. "Fetal Alcohol Syndrome." (1980) Hazelden Educational Materials; Pleasant Valley Road; Box 176; Center City, MN 55012; 1-800-328-0500.

Globe Book Company, Inc. "Alcohol and Tobacco." (1987) 50 W. 23rd St.; New York, NY 10010.

Hazelden Educational Materials. "Cocaine in America." (1981) Pleasant Valley Road; Box 176; Center City, MN 55012-0176; 1-800-328-9000.

HEM. "Kids, Drugs, and the Law." (1985) Pleasant Valley Road; Box 176; Center City, MN 55012-1176 ; (800) 328-9000.

HEM. "PCP Phencyclidine: 'Angel Dust.'" Pleasant Valley Road; Box 176; Center City, MN 55012-0176; 1-800-328-9000.

Hicks, Kathryn, MSSW. "Are You Afraid Your Child Is Using Drugs?" (1988) Performance Plus; 1223 W. Mulberry; Sherman, TX 75090.

Illinois Department of Alcoholism and Substance Abuse. "For Your Baby's Sake, Don't Drink!" (1986) State of Illinois Center; 100 West Randolph St.; Chicago, IL 60601; 1-312-793-9500.

Illinois Network to Organize the Understanding of Community Health. "Get in Touch." Department of Alcoholism and Substance Abuse; 100 W. Randolph St.; Ste. 5-600; Chicago, IL 60601.

Johnson Institute. "Drinking and Pregnancy: Preventing Fetal Alcohol Syndrome." (1981) 7151 Metro Blvd.; Minneapolis, MN 55435-3425; 1-800-231-5165.

JI. "Making Choices: How Alcohol and Other Drugs Can Affect Your Life." 7151 Metro Blvd.; Minneapolis, MN 55435-3425; 1-800-231-5165.

JI. "Today's Biomedical Research on Alcoholism." Reprint from *Journal of Psychiatric Treatment and Evaluation*; (Dec. 30, 1983) vol. 5, pp. 557-563; 7151 Metro Blvd.; Minneapolis, MN 55435-3425; 1-800-231-5165.

L.A.W. Publications. "Let's All Work to Fight Drug Abuse." (1987) 4213 Wiley Post Road; Dallas, TX 75244.

Malerba-Foran, Joan. "When You Look in the Mirror, What Do You See?" (1985) Hazelden Educational Materials; Pleasant Valley Road; Box 176; Center City, MN 55012-0176; 1-800-328-9000.

McGruff. "Winner's Don't Use Drugs." 120 S. Riverside Plaza; Chicago, IL; 60606-3997; 1-800-4-MCGRUFF.

The National Association for Children of Alcoholics. "Children of Alcoholics: Meeting the Needs of the Young COA in the School Setting." (1986) 31706 Coast Highway, Ste. 201; South Laguna, CA 92677.

National Institute on Drug Abuse. "Facts About AIDS and Drug Abuse." U.S. Public Health Service; Red Cross; 1-800-662-HELP.

O'Gorman, Patricia, Ph. D. "The Public Health Model of Prevention." Johnson Institute; 7151 Metro Blvd.; Minneapolis, MN 55435-3425; 1-800-231-5165.

Premer, R. F., MD. "Medical Consequences of Alcoholism." (1982) Johnson Institute, Inc.; 7151 Metro Blvd.; Minneapolis, MN 55435-3425; 1-800-231-5165.

Prevention Resource Center. "Don't Have a Born Loser." *Fetal Alcohol Syndrome and Other Drugs.* (1988) 901 S. 2nd St.; Springfield, IL 62704.

PRC. "Just Say No." (coloring book) 901 S. 2nd St.; Springfield, IL 62704; (217) 525-3456.

PRC. "No Thanks, I Want a Healthy Baby." (1986) 901 S. 2nd St.; Springfield, IL 62704.

Quest International. "Skills for Adolescence: Teaching the Fourth R—Responsibility." Lions Quest Program; 537 Jones Road; Box 566; Granville, OH 43023-0566.

Roberts, Fitzmahan & Associates. "Refusal Skills." (1984) 9131 California Ave. S.W.; Seattle, WA 98136. Computer courseware for use on Apple IIe or IIc is included.

San Francisco AIDS Foundation. "Alcohol, Drugs and AIDS." (Also in Spanish) Valencia St.; 4th Floor; San Francisco, CA 94103; 1-415-863-AIDS.

Spence, W. R., MD. "Cocaine: The Unseen Dangers." (1987) Health EDCO, Inc.; Box 21207; Waco, TX 76702-1207.

________. "Marijuana: How Much of a Gamble?" (1987) Health EDCO, Inc.; Waco, TX 76702-1207.

________. "The Medical Consequences of Alcoholism." (1987) Health EDCO, Inc.; Box 21207; Waco, TX 76702-1207.

Texas Commission on Alcohol and Drug Abuse. "Alcoholism." (Also in Spanish) 720 Brazos, Ste. 403; Austin, TX 78701-1214.

TCADA. "Fetal Alcohol Effects." (Also in Spanish) 720 Brazos, Ste. 403; Austin, TX 78701-1214.

TCADA. "Hallucinogens and PCP: Just Say No." (Also in Spanish) 720 Brazos, Ste. 403; Austin, TX 78701-1214.

TCADA. "How Alcohol and Drugs Affect Your Driving Skills." (Also in Spanish) 720 Brazos, Ste. 403; Austin, TX 78701-1214.

TCADA. "Inhalants: Just Say No." (Also in Spanish) 720 Brazos, Ste. 403; Austin, TX 78701-1214.

TCADA. "Marijuana: Just Say No." (Also in Spanish) 720 Brazos, Ste. 403; Austin, TX 78701-1214.

TCADA. "Opiates: Just Say No." (Also in Spanish) 720 Brazos, Ste. 403; Austin, TX 78701-1214.

TCADA. "Preventing Drug Abuse." (Also in Spanish) 720 Brazos, Ste. 403; Austin, TX 78701-1214.

TCADA. "Preventing Teenage Alcohol Abuse." (Also in Spanish) 720 Brazos, Ste. 403; Austin, TX 78701-1214.

TCADA. "Sedative Hypnotics: Just Say No." (Also in Spanish) 720 Brazos, Ste. 403; Austin, TX 78701-1214.

TCADA. "Stimulants and Cocaine: Just Say No." (Also in Spanish) 720 Brazos, Ste. 403; Austin, TX 78701-1214.

The University of North Carolina Press. "Why Children Belong to Gangs: A Comparison of Expectations and Reality." Box 2288; Chapel Hill, NC 27514.

Wisconsin Clearinghouse. "Young Children and Drugs: What Parents Can Do." (1984) Box 1468; Madison, WI 53701; 1-608-263-2797.

World Service Office, Inc. "Narcotics Anonymous: Am I an Addict?" (1986) Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: Group Starter Kit." (1983) Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: Hospitals, Institutions, and the N. A. Member." Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: Living the Program." (1983) Box 9999, Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: One Addict's Experience with Acceptance, Faith, and Commitment." Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: Self-Acceptance." (1985) Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: Sponsorship." (1983) Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: Staying Clean on the Outside." (1988) Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: The Triangle of Self-Obsession." Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: Welcome to Narcotics Anonymous." Box 9999; Van Nuys, CA 91409.

Youth Suicide National Center. "Youth Suicide." 1825 Eye St., N.W., Ste. 400; Washington, D.C. 20006; 1-202-429-2016.

PERIODICALS

Home Health Education Service. *Listen.* Box 6145; Lincoln, NE 68506.

Narcotics Education, Inc. *Winners.* 6830 Laurel St., N.W.; Washington, D.C. 20012.

National Clearinghouse for Alcohol and Drug Information. *Prevention Pipeline.* Box 2345, Dept. 00; Rockville, MD 20852.

Texans' War on Drugs. *Texas Youth in Action News.* 11044 Research Blvd., Bldg. D, Ste. 200; Austin, TX 78759.

AUDIOVISUALS

The audiovisuals listed on pages 301-312 are categorized for age-appropriate audiences according to the following codes:

EC	Early Childhood (PK-K)
P	Primary (Grades 1-3)
I	Intermediate (Grades 4-6)
MS	Middle School (Grades 6-8)
HS	High School (Grades 9-12)
P/ T	Parent/Teacher

For each item listed, the age-appropriate code appears directly after the written description of the audiovisual material. Additionally, the year the item was developed and a publisher's or distributor's code follow the title. Example: "Alcohol and Nutrition." (80/FMS). Codes are listed below:

AAP	Alternate Action Programs; 2511 S. Barrington Ave.; Los Angeles, CA 90064; (213) 479-8353
ACDE	American Council for Drug Education; 204 Monroe St.; Rockville, MD 20850; (301) 294-0600
AHP	Alfred Higgins Productions; 6350 Laurel Canyon Blvd.; North Hollywood, CA 91606; (818) 762-3300
AIMS	Aims Media; 6901 Woodley Ave.; Van Nuys, CA 91406-4878; (800) 367-2467
AVP	American Video Publishing, Inc.; Educational Products Division; 1400 Gulf Shore Blvd. N., Ste. 208; Naples, FL 33940; (800) 258-1298
BARR	Barr Films; 1280 Schabarum Ave.; Box 7878; Irwindale, CA 91706-7878; (800) 234-7878
CCP	CompCare Publications; 2415 Annapolis Lane; Minneapolis, MN 55441; (800) 328-3330
CHEF	Comprehensive Health Education Foundation; 22323 Pacific Highway S.; Seattle, WA 98198; (800) 323-CHEF
CHU	Churchill Films, Inc.; 12210 Nebraska Ave.; Los Angeles, CA 90025; (213) 207-6600
CII	Community Intervention, Inc.; 529 S. 7th St., Ste. 570; Minneapolis, MN 55415; (800) 328-0417
CIM	California Image Marketing; 3034 Gold Canal Dr., Ste. B; Rancho Cordova, CA 95670; (800) 451-0303
CC	Collie Craft; Box 700030; San Antonio, TX 78270-0030; (800) 525-0551

CMTI	Coronet/MTI Film and Video; 108 Wilmot Rd.; Deerfield, IL 60015; (800) 621-2131
DEA	U.S. Department of Justice; Drug Enforcement Administration; 1405 Eye St., N.W.; Washington, D.C. 20537; (202) 786-4096
DF	Durrin Films; 1748 Kalorama Road., N.W.; Washington, D.C. 20009; (202) 387-6700
DIS	Disney Educational Productions; Coronet/MTI Film & Video; 108 Wilmot Rd.; Deerfield, IL 60015; (800) 621-2131
DPT	Department of Highways and Public Transportation; local traffic safety specialist
EBE	Encyclopaedia Britannica Education Corporation; 310 S. Michigan Ave.; Chicago, IL 60604; (800) 621-3900
FII	Film Ideas, Inc.; 3575 Commercial Ave.; Northbrook, IL 60062; (708) 480-5764
FMS	FMS Productions; Box 4428; 520 Montecito St., Ste. F; Santa Barbara, CA 9214; (800) 421-4609
GAM	Guidance Associates Media; Communications Park; Box 3000; Mount Kisco, NY 10549-0900; (800) 431-1242
GTR	Gerald T. Rodgers Productions; 5215 Old Orchard Road, Ste. 990; Skokie, IL 60077; (800) 227-9100
JCP	J.C. Penney, Co.; Public Affairs Department; Box 659000; Dallas, TX 75265-9000; (214) 591-1344; Attn: Golden Rule Network
JOI	Johnson Institute; 7151 Metro Blvd.; Minneapolis, MN 55435-3425; (800) 231-5165
LFI	Lucerne Films, Inc.; 37 Ground Pine Road; Morris Plains, NJ 07950; (800) 341-2293.
LOC	Local video stores
MCV	Madera Cinevideo; Education Division; 620 E. Yosemite Ave.; Madera, CA 93638; (800) 624-2204
MED	Mediatech; 110 W. Hubbard St.; Chicago, IL 60610; (312) 828-1146
NEI	Narcotics Education, Inc.; 12501 Old Columbia Pike; Silver Spring, MD 20904; (800) 548-8700

NJN	New Jersey Network; 1573 Parkside Ave., CN777; Trenton, NJ 08625
PFV	Pyramid Film and Video; Box 1048; Santa Monica, CA 90406
PRD	PRIDE; The Hunt Bldg.; 500 Hunt Plaza, Ste. 210; Atlanta, GA 30303; (800) 241-7946
PTA	Parent Teachers Association; 408 W. 11th St.; Austin, TX 78701; (512) 476-6769
QUI	Quest International; 537 Jones Road; Granville, OH 43023; (614) 522-6400
SND	Say No to Drugs, Video West, 5 Triad Center, Salt Lake City, UT 84110, (801) 575-7440.
SPI	Southerley Products, Inc.; 5000 E. Anaheim St.; Long Beach, CA 90804; (800) 243-FILM
SUN	Sunburst Communications; 39 Washington Ave.; Pleasantville, NY 10570; (800) 431-1934
SYN	Syndistar; 648 Hickory Ave.; New Orleans, LA 70123; (800) 841-9532
TGT	Target; 11724 Plaza Circle; Box 20626; Kansas City, MO 64195; (816) 464-5400
TYL	Texas Young Lawyers' Association; Box 12487, Capitol Station; Austin, TX 78711; (512) 463-1388
USDE	U.S. Department of Education; Drug-Free Schools Staff; 400 Maryland, SW; Washington, D.C. 20202-6151; (202) 732-4599
WDP	Woodmere Press; Park West Finance Station; Box 20190; New York, NY 10025; (212) 678-7839
WWI	Weston Woods Institute; Weston, CN 06883; (800) 243-5020

"A Better Place, a Better Time." (83/CII)

The first crucial steps to be taken toward building an effective communitywide response to adolescent drug use are depicted in this videotape. P/T; 35 min.; VHS

"A Gift for Life, Helping your Children Stay Drug and Alcohol Free." (88/ACDE)

Jason Robards hosts discussion and dramatization for parents and principals, giving information helpful in keeping children alcohol and drug free. P/T; 30 min.; VHS

"Alcohol & Cocaine: The Secret of Addiction." (88/AIMS)

Bill Blakemore, ABC news correspondent, interviews experts and presents the latest findings related to genetic predisposition and physical damage caused by use. HS, P/T; 36 min.; VHS

"Alcohol & Human Physiology." (84/AIMS)

Through narration and interviews, this informative videotape looks at the toxic effects of alcohol on the human body's major organs and systems. HS, P/T; 23 min.; VHS

"Alcohol and Nutrition." (80/FMS)

This videotape targets high school health classes by exploring the relationship between alcohol and how it effects nutrition. HS, P/T; 25 min.; VHS

"Alcohol Fact: For Teenagers Only." (84/Sun)

This program singles out the facts about alcohol that apply directly to teenage drinking and provides insight into the many reasons why teenagers use alcohol. MS, HS; 31 min.; VHS

"The Alcohol Film for Kids." (86/LFI)

The dangerous social, physical, and psychological effects of alcohol are viewed through the eyes of 10 to 12 year olds and interpreted by a knowledgeable nurse. P, I, MS; 18 min.; VHS

"All Bottled Up." (75/AIMS)

The videotape is designed to help students cope with the problem of having alcoholic parents and stresses expressing feelings and self-help before helping parents. I, MS, HS, P/T; 11 min.; VHS

"America: Hooked on Drugs." (86/CMTI)

In an edition of ABC's *Nightline*, Ted Koppel examines the emotional, societal, and financial costs of drug abuse in the U.S. P/T; 20 min.; VHS

"America Hurts." (87/CMTI)

The documentary examines designer drugs, crack, cocaine, and PCP. The effects of marijuana on the brain and the ripple effect of drug usage in the world are also discussed. HS, P/T; 36 min.; VHS

"As Others See You: Creating a Reputation." (87/Sun)
This videotape focuses on how reputations are acquired; their effects on school work, social life, and self-esteem; and the positive and negative aspects of labels. MS, HS; 31 min.; VHS

"Bizarre Trial of the Pressured Peer." (85/GTR)
This entertaining videotape provides an effective introduction to problem-solving skills and how they can be used to deal with negative peer pressure. MS, HS; 29 min.; VHS

"Cat Who Drank and Used too Much." (87/FMS)
This delightful tale deals with addiction in a positive, nonthreatening way and can be used as a teaching tool to explain the addiction process. I, MS, HS; 12 min.; VHS

"Choices, Part I and Part II." (86/MCV)
The reality of making wrong choices is demonstrated in this videotape. Student thinking and decision making are prompted through insight into the use of alcohol and other drugs. HS, P/T; Part I, 30 min.; Part II, 45 min.; VHS

"Cocaine and Crack: The Lost Year." (87/EBE)
This poignant videotape focuses on uncertain and lonely teens trying desperately to achieve intellectual, emotional, and sexual power through drugs. Realistic scenarios on resisting peer pressure and saying "no" are included. MS, HS, P/T; 23 min.; VHS

"Cocaine and Human Physiology." (87/AIMS)
A physician presents medical facts to explain the various ways cocaine harms the body. HS, P/T; 20 min.; VHS

"Cocaine Blues." (83/PIV)
In addition to presenting a graphic and honest perspective on the history of cocaine, this videotape explores the effects and the cultural impact of cocaine on America. MS, HS, P/T; 30 min.; VHS

"Cocaine Diary." (85/CMTI)
This videotape shows what happens when a teenager uses cocaine as a shortcut to overcoming problems. MS, HS, P/T; 23 min.; VHS

"Cocaine: Drug Awareness Training." (86/SYN)
The physical effects of cocaine; the four types of users (experimental, occasional, compulsive, and dependent); and the selection of treatment are presented in a slide and videotape presentation. P/T; 15 min.; VHS

"Cocaine: The Emerging Facts." (86/SUN)

Research information on cocaine is summed up in an effort to dispel the myths that present cocaine as acceptable, harmless, and nonaddictive. I, MS, HS; 28 min.; VHS

"Cocaine Pain." (84/CMTI)

This videotape makes viewers acutely aware that the path to recovery is a difficult one even with ongoing and continuous support. HS, P/T; 26 min.; VHS

"Crack/Crack." (87/AVP)

This two-part series, aimed at preventing drug use through knowledge and positive behavior techniques, teaches defensive techniques for students and tools for parent awareness. I, MS, HS, P/T; Two 25-min. parts; VHS

"Crack." (86/SYN)

This videotape portrays the misery caused in the life of one teenager by the use of a powerful form of cocaine known as crack. MS, HS; 13 min.; VHS

"Crack: Dead at Seventeen." (87/AIMS)

This videotape explores the possible thoughts of an athletic, studious, overconfident, and curious student after his crack-related death. MS, HS, P/T; 13 min.; VHS

"Crack Street USA: First Person Experiences with a New Killer." (87/GAM)

In this presentation, former users offer a tough, straightforward look at the consequences of their drug use and help young people find commonsense ways to say "no" to crack. Counselors detail facts about research, treatment, and enforcement. HS; 30 min.; VHS

"Danger Ahead: Marijuana on the Road." (80/ACDE)

The risks of smoking marijuana, drinking, and driving are explored in this videotape. MS, HS, P/T; 22 min.; VHS

"Dare to Be Different." (88/GAM)

In this videotape, two close friends are pulled apart through the influence of drugs and peer pressure before realizing the importance of values and friendship. HS; 19 min.; VHS

"Decision Making: Critical Thoughts in Action." (84/CMTI)

This filmstrip teaches critical thinking skills. I, MS: 30 min.; two filmstrips and two cassettes

"Developing Capable Young People." (87/QUI)
Dr. Stephen Glenn describes many ways to help parents raise their children to be successful and responsible adults. P/T; 53 min.; VHS

"Downfall: Sports and Drugs." (88/PRD)
This documentary profiles athletes whose careers were disrupted by drugs, especially steroids. The consequences of drug use in relation to careers, family, friends, and self-esteem are considered. MS, HS, P/T; 29 min.; VHS

"Drug Avengers (Grades 1-3)." (88/USDE)
Five 5-minute cartoon episodes feature persons of diverse cultures from the past coming back to help today's children with healthy ideas and ways to refuse and avoid drugs. P; 25 min.; VHS

"Drug Avengers (Grades 4-6)." (88/USDE)
Five 5-minute cartoon episodes feature persons of diverse cultures of different times coming back to help today's children with healthy ideas and ways to refuse and avoid drugs. I; 25 min.; VHS

"Drug Dependency: The Early Warning Signs." (84/AIMS)
This videotape targets drug use in the workplace. P/T; 22 min.; VHS

"Drug-Free Kids: A Parent's Guide." (87/LOC)
Host Ken Howard guides a superb cast through a variety of intimate family scenes that teach parenting techniques necessary to keep kids away from drugs. P/T; 70 min.; VHS

"Drugs and Youth...The Challenge." (88/CIM)
Host Michael Gross talks to parents about the phases of dependency, gateway drugs, and ways to help prevent drug use by kids. P/T; 23 min.; VHS

"Drugs and Your Amazing Mind." Revised ed. (80/AHP)
This program points out the value of the mind and the chances one takes when drugs are misused. I, MS; 18 min.; VHS

"Drugs and the Nervous System." 3rd ed. (87/CHU)
This new, award-winning version explains the kinds of disruptions to the nervous system caused by cocaine and crack use. I, MS; 18 min.; VHS

"Drugs Are for Jelly Brains." (88/BAR)

This videotape stresses that all medicines are drugs that should be treated with respect and that taking pills can be dangerous and deadly. P, I; 12 min.; VHS

"Drugs Helpful and Harmful." (88/CHU)

This videotape provides a look at over-the-counter and prescription medicines to help children understand what drugs are, how they affect us, and why they should not be treated with disregard. P, I, MS; 35 min.; VHS

"Drugs, Drinking, and Driving." 2nd ed. (87/AIMS)

True stories from the files of the National Highway Traffic Safety Administration dramatize in a factual and unemotional way the hazards of driving under the influence. MS, HS, P/T; 23 1/2 min.; VHS

"Drug Testing in the Workplace." (87/AIMS)

This videotape examines issues related to drug testing and stresses the importance of maintaining a drug-free workplace. P/T; 23 1/2 min.; VHS

"Drugs, Values, and Decisions." (81/SUN)

A three-part series that examines use, motivation to use, and making personal choices, as evidenced by the case of a young man who used pot. MS, HS, P/T; three 30-min. parts; VHS

"El Viaje del Alcohol." (87/AAP)

This Spanish videotape details recent medical facts about the effects of alcohol in the body and includes facts on sexual function and fetal alcohol syndrome. P/T; 48 min.; VHS

"Enabling: Masking Reality." (89/JOI)

By putting the problems of the alcoholic and the family into perspective, this videotape teaches concerned persons how to stop hurting and start healing. MS, HS, P/T; 22 min.; VHS

"Escape al Cautiverio (Escape to Captivity)." (Also in Spanish) (87/AAP)

Dr. Simon Solis provides a detailed explanation of the most common mind-altering drugs and emphasizes the dangers of acquiring AIDS through intravenous drug use. P/T; 43 min.; VHS

"Fast Forward Future." (88/WWI)

Three dramatic, 15-minute segments allow student characters to replay the past and see the possibilities of making choices that will help them and others. P, I; 45 min.; VHS

"Friends for Life." (88/GTR)

This videotape demonstrates the language and skill needed to help a friend get professional help when suicidal tendencies are suspected; includes warning signs. MS, HS; 22 min.; VHS

"Gentle Art of Saying No: Principles of Assertiveness." (84/SUN)

Real-life situations reveal how assertiveness techniques can be effectively used in a positive, sensitive, and nonaggressive way. MS, HS; 41 min.; VHS

"Get It Straight." (85/MED)

This videotape emphasizes that saying "no" to drugs is okay. MS, HS; 20 min.; VHS

"Get the Message." (84/GTR)

This videotape teaches children how to analyze information correctly so they are not confused by mixed messages and emphasizes that saying "no" is everyone's right. P, I; 18 min.; VHS

"Hard Facts About Drugs." (88/USDE)

This videotape introduces a freshman class through a photograph, shows scenes throughout the high school years, and closes with six members missing from the photograph. MS, HS; 22 min.; VHS

"High Powder." (83/SPI)

This videotape highlights the dilemma of difficult choices that students have to make and portrays a student pusher targeting the ski team. MS, HS; 29 min.; VHS

"How Can I Tell If I'm Hooked." (86/SUN)

This videotape offers a definition of addiction, addresses questions that need to be asked, teaches how to recognize when someone is addicted, and identifies who is at risk. MS, HS, P/T; 25 min.; VHS

"How Do You Tell?" (82/CMTI)

This presentation encourages students to adopt the slogan, "If it isn't healthy, then don't do it," and is aimed at students who are at the most vulnerable age for initiation into use. P, I; 13 min.; film

"How to Talk to Your Kids About Growing Up Without Drugs and Alcohol." (85/SND)

This is a videotape that offers a practical, easy-to-follow approach to improve family communications related to drug use. P/T; 27 min.; VHS

"I Live in an Alcoholic Family." (88/SUN)
Using true-to-life stories, this program explores how three teenagers are helped to come to grips with the reality of having an alcoholic parent. MS, HS, P/T; 35 min.; VHS

"I.C. Berg Goin' to Gronup: Chapter I." (87/CLC)
I.C. Berg, a cool penguin, encounters smoking, drinking, and inhalant use but makes good personal choices, thus reinforcing the positive message of refusing to use drugs. EC, P; 7 min.; VHS

"I.C. Berg Goin' to Gronup: Chapter II." (89/CLC)
In the sequel to Chapter 1, I.C. Berg encounters a bear who has problems with peer pressure and a flamingo with an eating disorder who learn the value of healthy choices. EC, P; 10 min.; VHS

"If Someone in Your Family Drinks." (86/SUN)
This videotape explores the special dynamics of a family in which one family member drinks and demonstrates family denial and family roles that, in effect, give the alcoholic member permission to drink. MS, HS, P/T; 26 min.; VHS

"Jason Makes a Decision." (84/TYL)
An award-winning film (with study guide and musical score) that shows how one young person resists peer pressure and decides not to use drugs. I; 12 min.; VHS

"Just Say No." (87/CMTI)
Using clever animation and live interviews with members of the Just Say No movement, this videotape emphasizes that the best way to stay out of trouble with alcohol, tobacco, and other drugs is to stand firm and resist. P, I; 14 min.; VHS

"Kevin's Story." (83/DF)
Kevin Tannel tells his personal and tragic story after being sentenced, for the manslaughter of an 18-year-old girl while driving drunk, to speak for one year to high school parents, students, and teachers about the accident. MS, HS, P/T; 20 min.; VHS

"Lookin' Good." (88/USDE)
Several middle school students find themselves caught up in a life-threatening, drug-related incident at an older student's party. MS; 52 min.; VHS

"Lots of Kids Like Us." (83/GTR)

Ben and his sister, Laurie, present a healthy picture of children coping with a father's alcoholism and learning lessons about coping and not being at fault or alone. P, I, P/T; 28 min.; VHS

"Marijuana Alert: Slides from Scientists." (86/WDP)

Peggy Mann, nationally known drug use prevention author, shows how marijuana affects the body, including the unborn. MS, HS, P/T; 40 min.; slide and tape

"Me Power: Building Self-Confidence." (86/SUN)

This videotape explores how self-confidence or the lack of it affects one's ability to cope and defines and traces the development of self-confidence through a four-step process. I, MS, HS, P/T; 29 min.; VHS

"Medical Aspect of Mind-Altering Drugs." (87/FMS)

Drugs are grouped into major categories to illustrate their mental and physical effects on human physiology. MS, HS, P/T; 30 min.; VHS

"No Kid of Mine." (87/AIMS)

Parents of alcohol- and drug-addicted children talk candidly about their experiences and give insights into recognizing signs of drug and alcohol use. P/T; 30 min.; VHS

"No Matter How You Say It...Say No." (87/TGT)

A production developed by the Just Say No Foundation, this videotape features basketball star Isiah Thomas and spells out the three-step approach to saying "no" to drugs. I, MS, HS; 12 min.; VHS

"Not Me." (88/JCP)

This discussion-evoking videotape drama about crack and cocaine use among teenagers encourages viewers to discuss and devise their own solutions. MS, HS; 40 min.; VHS

"Open Secrets." (85/CMTI)

A hospital setting provides the background for examining attitudes and communication while three family members await the outcome of a fourth involved in an alcohol-related accident. HS, P/T; 25 min.; VHS

"Organizing Parent Peer Groups." (82/PTA)

This filmstrip explains how parents can strengthen their children's security and self-esteem by adopting a program of mutual cooperation and suggests how to form parent groups. P/T; 15 min.; filmstrip

"Parents with Alcoholism: Kids with Hope." (86/SUN)

Drawn from actual case studies, this program examines the many ways a parent's alcoholism affects the rest of the family and helps children of alcoholics understand how they can help themselves. MS, HS; 33 min.; VHS

"Person to Person: Learning to Communicate." (86/SUN)

This videotape teaches students the interpersonal skills that will enable them to communicate effectively by examining some typical problems that teens have in speaking and listening. MS, HS; 42 min.; VHS

"Positive Action Steps for Parents of Drug Abused Kids." (88/CII)

A presentation of concrete and workable action steps that parents can initiate. The videotape includes a discussion of effective parent responses, communication, discipline, and support groups. P/T; 23 min.; VHS

"Prevention." (87/GTR)

The viewer is presented the concept of prevention, then shown six young people who have suffered the grim consequences of alcohol and other drug use. I, MS, HS; 12 min.; VHS

"Private Victories." (88/USDE)

Four 24-minute dramas are designed to capture the interest of high school students to help them lead drug-free lives while encouraging students to accept the consequences of their actions. HS; 24 min.; VHS

"Project Graduation (Project Celebration)." (87/DPT)

This videotape focuses on the planning involved in putting together an all-night, drug-free graduation party. HS, P/T; 15 min.; VHS

"Say No to Drugs—It's Your Decision." (86/DEA)

Dave Winfield, professional baseball player, interviews experts in the drug use field and emphasizes the "just say no" approach to the use of illegal drugs. MS, HS, P/T; 17 min.; VHS

"Shattered—If Your Kid's on Drugs." (86/CCP)

A 60-minute portrayal of teenage addiction featuring Burt Reynolds, Judd Nelson, and Earl Holliman underscores the dynamics of denial, enabling, and manipulating behaviors while creating an understanding of how family members play a part in recovery. P/T; 60 min.; VHS

"Short Stories for Little People." (88/CLC)

This program presents four entertaining short stories on the aspects of friendship featuring Jake, the gnome, and a collection of animals. EC, P; 30 min.; VHS

"Smokeless Tobacco: The Sean Marsee Story." (87/DIS)
Using the death of a 19-year-old track star due to oral cancer, the film stresses that smokeless tobacco is not a safe alternative to smoking and shows by example that it's okay to say "no." I, MS, HS; 16 min.; film

"Sooper Puppy Series: Drink, Drank, Drunk." (88/CMTI)
Live-action puppets effectively illustrate the effects of alcohol on the body and mind while teaching the importance of saying "no" and staying away from those who encourage the use of alcohol. P, I; 16 min.; film

"Sooper Puppy Series: Flying High." (88/CMTI)
By illustrating that success in life requires work and imagination, not medication, this program inspires children to look within themselves for happiness and to recognize that those who offer or use drugs are not friends. P, I; 17 min.; film

"Sooper Puppy Series: Puff of Smoke." (88/CMTI)
Children learn the physical and mental effects of cigarette smoking and are taught how to handle the pressures of advertisers and peers. P, I; 17 min.; film

"Sooper Puppy Series: Self-Esteem." (88/CMTI)
In this self-esteem film, Baxter, a live-action puppet, learns the secrets of personal success through the power of a strong self-image. P, I; 19 min.; film

"Speak up, Speak out." (88/USDE)
Friends help a responsible student say "no" when, on a senior trip, pressure is put on him to have a drug/alcohol party in his room. HS; 22 min.; VHS

"Stand up for Yourself: Peer Pressure and Drugs." (87/CHU)
Through peer dramatization of real-life situations, students are provided techniques in social skill development and ways to say "no" to drugs, alcohol, and tobacco. I, MS, HS; 16 min.; film

"Step-by-Step: Asking for It." (86/CHE)
This program teaches children step-by-step how to make requests in an assertive nonaggressive way, how to reach compromise, and what to do when no compromise is possible. EC, P; 20 min.; VHS

"Step-by-Step: Clear Thinking About Groups." (86/CHE)
This videotape focuses on the following three-key skills that everyone needs to master for group situations: how to select a group, how to enter a group, and how to maintain independence in a group. I, MS; 17 min.; VHS

"Step-by-Step: Helping Your Children Stay out of Trouble." (86/CHE)

This program shows parents how to recognize trouble and how to help their children avoid trouble by finding something else to do. P/T; 40 min.; VHS

"Step-by-Step: Making Friends." (86/CHE)

This videotape emphasizes conscious choice and action as well as ways to deal with rejection. I, MS; 15 min.; VHS

"Step-by-Step: Negotiation Skills." (86/CHE)

Humorous but practical, this videotape shows how a young man's alter ego teaches him to identify negotiable situations and then to use a valuable skill to ask for what he wants and to resolve problems. MS, HS; 25 min.; VHS

"Step-by-Step: Staying out of Trouble." (86/CHE)

This program demonstrates self-control skills that help children think through consequences by getting them to stop, think, and act. MS; 9 min.; VHS

"Step-by-Step: Staying out of Trouble with Your Friends." (86/CHE)

Using realistic situations and role playing, preteens and young adults discover how they can deal with peer pressure, stay out of trouble, and keep their friends. P, I, MS; 29 min.; VHS

"A Story of Feelings." (82/JOI)

Presented in children's art cartoon form, this program helps viewers understand the role their feelings play in their lives. EC, P, I, MS, P/T; 10 min.; VHS

"Straight at Ya." (88/USDE)

Kirk Cameron, teen celebrity, presents some of the social and personal dilemmas that kids face when they are first exposed to drugs. MS; 42 min.; VHS

"Straight Up: Attitudes and Perception." (88/USDE)

One in a series of three programs that challenge adolescents to say "no" to peer pressure and gang involvement. I, MS; 30 min.; VHS

"Straight Up: Knowledge and Facts." (88/USDE)

One of three programs that challenge adolescents to say "no" to peer pressure and gang involvement. I, MS; 30 min.; VHS

"Straight Up: Self-Image and Life Skills." (88/USDE)
One of three programs intended to challenge adolescents to say "no" to peer pressure and gang involvement. I, MS; 30 min.; VHS

"Targets." (85/CMTI)
This videotape provides teenagers with a framework for examining their own lives and teaches them how to assert themselves before they are caught in the cycle of victimization. MS, HS; 19 min.; VHS

"Turning Off: Drugs and Peer Pressure." (82/SUN)
This two-part film uses true-to-life dramatization to make students aware of the different and subtle ways peer pressure operates to influence their decision to use drugs and teaches assertive coping techniques. MS, HS, P/T; 22 min.; film

"Voices and Visions: Alcoholism in the Family." (88/FII)
This is an award-winning videotape in which teenagers speak out in their own impressive production concerning their parent's alcoholism. I, MS, HS, P/T; 28 min.; VHS

"Wasted: A True Story." (83/PRD)
In this film, a 15-year-old describes his drug addiction and tells how it nearly destroyed his life and the lives of those who love him. MS, HS; 24 min.; film

"When Your Parents Drink Too Much." (87/CMTI)
Feelings such as anger, humiliation, and helplessness that accompany the disease of denial are discussed. I, MS, HS; 27 min.; VHS

"Where's Shelly?" (83/JOI)
A realistic story about 9- to 11-year-old children who are given the opportunity to use beer and marijuana focuses on the decision not to use and the factors that affect that decision. I, MS, P/T; 13 min.; film

"Why Say No to Drugs?" (86/EBE)
Inspirational and informative, this videotape shows young people resisting the peer pressure to use tobacco, alcohol, marijuana, and other drugs. I, MS; 16 min.; VHS

"You Have a Choice." (84/SPI)
John Marshall, Susan Osborn, and Gordon Jump offer insights into parent communication, teenage stress, and peer pressure and discuss new techniques for dealing with these problems. HS, P/T; two 50-min. parts; film

Appendix B: Annotated Bibliography

Andrews, R. L., and Hearne, J. T. "Effects of Primary Grades Health Curriculum Project on Student and Parents' Smoking Attitudes and Behavior," *Journal of School Health* 54:1 (1984): 18-20.	Reports results of a longitudinal Primary Grades Health Curriculum Project. The project was a study of the relationship between an activity-centered experiential health education program and positive health attitudes, expectancy of use, and changes in behavior.
Baker, C. A. "Toward a Rationale for a Supervisory Model of Instruction in Multi-Cultural Student Populations or Sweathogs Won't Bite." Curriculum Research and Development Center. Indiana State University. Terra Haute, Indiana (1984).	Provides a model to use in multicultural education and strategies to apply in the classroom.
Bennett, G. *Substance Abuse: Pharmacological, Developmental, and Clinical Perspectives.* New York: John Wiley and Sons, 1983.	Offers a consistent bio-psycho-social view of substance use throughout the human lifespan. The author focuses on prevention as well as treatment.
Bloom, M. D., and Greenwald, M. A. "Alcohol and Cigarette Use Among Early Adolescents." *Journal of Drug Education* 14:3 (1984): 195-203.	Assesses the cigarette and alcohol behaviors, attitudes, and knowledge of 596 fifth through seventh graders in the Washington State-Oregon area.
Blotner, R., and Levander, L. "SPECDA—A Comprehensive Approach to the Delivery of Substance Abuse Prevention Services in the New York City School System Is Reviewed." *Journal of Drug Education* 16:1 (1986): 83-89.	Reviews SPECDA, a comprehensive substance use prevention approach that links school-based drug counselors and police officers to provide drug education and prevention services.
Botvin, G. J. "Substance Abuse Prevention Research: Recent Developments and Future Directions." *Journal of School Health* 56:9 (1986): 369-374.	Presents two models for drug prevention: the social influence model and the cognitive/behavioral personal and social skills model. More than 20 research programs based on these two models have demonstrated significant reductions in substance use.

Presents current pharmacological knowledge with particular reference to principles and concepts written primarily for students and practitioners.	Clark, W. G. *Goth's Medical Pharmacology,* 12th ed. New York: The C.V. Mosby Co., 1988.
Examines a rationale for a multicultural approach to education by focusing on our students' futures.	Cortez, Carlos E. "Multi-Cultural Education: Preparing Young People for Life in an Integrated Nation and an Integrated World." Speech at the conference on "From Desegregated Schools to Integrated Education." Milwaukee, Wisconsin. (July 11, 1979.)
Presents a transactional process model of human judgment and information processing that directs attention away from the mere accumulation of information to the needs, motives, and abilities of the information.	Cvetkovich, G. "Child and Adolescent Drug Use: A Judgment and Information Processing Perspective to Health Behavior Interventions," *Journal of Drug Education* 17:4 (1987): 295-307.
Summarizes the consequences of adolescent alcohol and drug use. The article includes the results of the 1986 National High School Senior Survey and the 1985 National Household Survey.	Czechowicz, D. "Adolescent Alcohol and Drug Abuse and Its Consequences—An Overview," *American Journal of Drug and Alcohol Abuse* 14:2 (1988): 189-197.
Examines forces that must be considered in developing alcoholism prevention strategies targeted to the needs of black youth.	Dawkins, M. P. "Alcoholism Prevention and Black Youth," *The Journal of Drug Issues* 18:1 (1988): 15-20.
Assesses the impact of Project DARE on knowledge, attitudes, and self-reported behavior of seventh-grade curriculum recipients.	DeJong, W. "A Short-Term Evaluation of Project DARE: Preliminary Indications of Effectiveness," *Journal of Drug Education* 17:4 (1987): 279-293.
Describes a three-year study that evaluates Nebraska student behaviors regarding frequency of riding with drinking drivers, frequency of drinking, and frequency of drinking to excess. The study was conducted from the freshman through junior years in high school.	Duryea, E. "Effects of a Preventive Alcohol Education Program After Three Years," *Journal of Drug Education* 18:1 (1988): 23-31.

Edwards, E. D., and Edwards, M. E. "Alcoholism Prevention/Treatment and Native American Youth: A Community Approach." *The Journal of Drug Issues* 18:1 (1988): 103-114.	Addresses prevention, education, and treatment approaches for combatting problems of alcohol use in American Indian children, adolescents, and their families. Included are primary interventions that promote alternative activities to drinking while emphasizing positive feelings of self-esteem and identity.
Eiseman, S. "M.D.A.: A Multi-Disciplinary Approach for Teacher Effectiveness Training in Drug Education." *Journal of Drug Education* 14:4 (1984): 357-367.	Discusses the need for preservice and inservice teacher training in drug education methods. The approach incorporates the principles of psychology, sociology, health science, and communications with drug education.
Fors, S. W., and Rojek, D. G. "The Social and Demographic Correlates of Adolescent Drug Use Patterns." *Journal of Drug Education* 13:3 (1983): 205-221.	Reports research done on Jessor's three systems (Personality, Perceived Environment, and Behavior) to gain insight into factors affecting drug-taking patterns.
Galen, F. J. "Alcoholism Prevention and Hispanic Youth." *The Journal of Drug Issues* 18:1 (1988): 49-58.	Discusses the nature of Hispanic youth, the significance of a bicultural perspective in prevention, and an understanding of the themes of conflict that face Hispanic youth.
Gersick, K. E. "Social-Cognitive Skill Development with Sixth Graders and Its Initial Impact on Substance Use." *Journal of Drug Education* 18:1 (1988): 55-69.	Describes a primary prevention research project. The project involved a 12-session cognitive skill development curriculum aimed at reducing rates of substance use.
Gilbert, M. J., and Alcocer, A. M. "Alcohol Use and Hispanic Youth." *The Journal of Drug Issues* 18:1 (1988): 33-48.	Reviews recent, pertinent literature on the extent and nature of alcohol-related behavior among Hispanic adolescents.

Reviews the impact of drug (including alcohol and tobacco) education in the schools. Major weaknesses are identified with respect to planning, development, implementation, and evaluation of programs.	Goodstadt, M. S. "School-Based Drug Education in North America: What Is Wrong? What Can Be Done?" *Journal of School Health* 56:7 (1986): 278-281.
Examines patterns of emerging substance use among sixth, seventh, and eighth grade students in two New England towns.	Grady, K. "The Emergence of Adolescent Substance Abuse." *Journal of Drug Education* 16:3 (1986): 203-219.
Reports results of a national survey representative of a cross-section of youths, ages 14-21 (1979). The article includes statistics for alcohol consumption from NIDA.	Grant, B. "Stability of Alcohol Consumption Among Youth: A National Longitudinal Survey." *Journal of Studies on Alcohol* 49:3 (1988): 253-260.
Examines the effects of alcohol use prevention curricula designed to have an impact on hypothesized mediating variables and to teach individual social pressure resistance skills.	Hansen, W. B.; Graham, J. W.; and Wolkenstein, B. "Differential Impact on Three Alcohol Prevention Curricula on Hypothesized Mediating Variables." *Journal of Drug Education* 18:2 (1988): 143-152.
Encourages adoption of policies to create drug-free schools. The guide is written for administrators, teachers, guidance counselors, and others concerned with effective education and the well-being of students.	Hawley, R. A.; Petersen, R. C.; and Mason, M. C. *Building Drug-Free Schools: An Educator's Guide to Policy, Curriculum, and Community Consensus*, 1986.
Describes 11 skits on the topic of smoking. The skits are especially designed for high school students.	Hoffman, A. L. "A Toblacko Belt in Karate: Classroom Theater on the Hazards of Smoking." *Journal of School Health* 56:8 (1986): 337-338.
Determines that young people often use substances as part of the process of seeking answers to questions about their identity and role in the adult world.	Kozicki, Z. A. "Why Do Adolescents Use Substances (Drugs/Alcohol)?" *Journal of Alcohol and Drug Education* 32:1 (1986): 1-7.

Lohrmann, D. K., and Fors, S. W. "Can School-Based Educational Programs Really Be Expected to Solve the Adolescent Drug Abuse Problem?" *Journal of Drug Education* 16:4 (1986): 327-337.	Reviews literature related to adolescent drug use from the perspectives of law enforcement, treatment, and prevention.
Maddahian, E.; Newcomb, M. D.; and Bentler, P. M. "Single and Multiple Patterns of Adolescent Substance Use: Longitudinal Comparisons of Four Ethnic Groups." *Journal of Drug Education* 15:4 (1985): 311-325.	Examines patterns of drug use for 847 adolescents from four different ethnic backgrounds over a five-year period.
Moberg, P. D. *Evaluation of Prevention Programs: A Basic Guide for Practitioners.* Madison: Wisconsin Clearinghouse, 1984.	Delineates the area of prevention and educates the reader to the full range of evaluation techniques available. In addition, the booklet provides the reader with a set of realistic expectations regarding prevention evaluation and helps the reader match evaluation approaches to a program.
Moskowitz, J. M., and Jones, R. "Alcohol and Drug Problems in the Schools: Results of a National Survey of School Administrators." *Journal of Studies on Alcohol* 49:4 (1988): 299-305.	Presents the results of a survey of public high school administrators in the United States. The purpose of the survey was to gather information about the nature and extent of school problems with student alcohol and drug use.
Napier, T. L. "Factors Associated with Illegal Drug Use in Rural Georgia." *Journal of Drug Education* 13:2 (1983): 119-137.	Assesses the extent of illegal drug use among 2,060 junior and senior high school students in rural Georgia.
Newcomb, M. D., and Bentler, P. M. "Frequency and Sequence of Drug Use: A Longitudinal Study from Early Adolescence to Young Adulthood." *Journal of School Health* 16:2 (1986): 101-119.	Presents results of an eight-year study to determine the frequency and sequence of drug use among seventh, eighth, and ninth graders.
Newman, I. M. "Effects of Teacher Preparation and Student Age on an Alcohol and Drug Education Curriculum." *Journal of Drug Education* 14:1 (1984): 23-25.	Documents the evaluation of alcohol/drug education in 25 Nebraska junior high schools involving 1,800 students in Grades 7-9.
Oetting, E. R.; Beauvais, F.; and Edwards, R. "Alcohol and Indian Youth: Social and Psychological Correlates and Prevention." *The Journal of Drug Issues* 18:1 (1988): 87-100.	Examines psychosocial correlates to prevention. Young native American heavy alcohol users (ages 12-16) were matched with nonusers in this study.

Provides measuring devices that, if used judiciously, can improve evaluation of health programs dealing with alcohol use.	The Office of Disease Prevention and Health Promotion. *Alcohol Abuse Education.* Los Angeles: IOX Assessment Associates, 1988.
Offers help to those individuals who wish to evaluate health education programs dealing with drug use. The handbook provides a series of measuring devices that, if selected and used judiciously, can improve the quality of such evaluations.	The Office of Disease Prevention and Health Promotion. *Drug Abuse Education.* Los Angeles: IOX Assessment Associates, 1988.
Suggests measuring devices that can improve the quality of evaluations for programs dealing with smoking.	The Office of Disease Prevention and Health Promotion. *Smoking Cessation.* Los Angeles: IOX Assessment Associates, 1988.
Relates the levels of substance use by adolescents to perceived psychological distress, self-concept, and parental involvement.	Pandina, R. J., and Schuele, J. A. "Psychosocial Correlates of Alcohol and Drug Use of Adolescent Students and Adolescents in Treatment." *Journal of Studies on Alcohol* 44:6 (1983): 950-973.
Suggests that psychological factors play a different role in adolescent drug involvement within various social and cultural groups. Depressive mood and normlessness showed a correlation with drug use.	Paton, S., and Kandel, D. B. "Psychological Factors and Adolescent Illicit Drug Use Ethnicity and Set Differences." *Journal of Adolescence* 13:50 (1987): 187-199.
Reports results of a survey of elementary school-age children. A drug- and alcohol-related questionnaire was distributed to the fourth-, fifth-, and sixth-graders in an urban school district in Pennsylvania.	Pisano, S., and Rooney, J. F. "Children's Changing Attitudes Regarding Alcohol: A Cross-Sectional Study." *Journal of Drug Education* 18:1 (1988): 1-11.
Provides a good foundation for understanding many of the issues related to multicultural education.	Ravitch, D. "Diversity and Democracy: Multi-Cultural Education in America." *American Educator* (1990): 16-48.

Ried, L. D.; Martinson, O. B.; and Weaver, L. C. "Factors Associated with the Drug Use of Fifth-Eighth Grade Students." *Journal of Drug Education* 17:2 (1987): 149-159.	Reports on a study of demographic and psychosocial factors associated with drug use of fifth through eighth grade students.
Sheppard, M. A. "Drug Abuse Prevention Education: What Is Realistic for Schools?" *Journal of Drug Education* 14:4 (1984): 323-329.	Explores some of the explanations for drug use including environmental influences; influence of family, society, and peers; personal criteria; and drugs themselves.
Sheppard, M. A.; Goodstadt, M. S.; and Willett, M. M. "The Drug Education Drug Use Dilemma." *Journal of Drug Education* 17:3 (1987): 197-201.	Examines possible relationship between reported exposure to drug education and reported use of cannabis in over 4,000 secondary school students.
Tricker, R., and Davis, L. G. "Implementing Drug Education in Schools: An Analysis of the Costs and Teacher Perceptions." *Journal of School Health* 58:5 (1988).	Examines conditions in which two substance use prevention curricula were implemented in three Oregon school districts. Data related to teacher involvement were collected from on-site interviews.
U.S. Department of Education. *Drug Prevention Curricula: A Guide to Selection and Implementation.* Washington, D.C.: U.S. Department of Education, 1988.	Provides information and ideas for the selection and implementation of curricula designed to prevent drug use.
USDE. *What Works: Schools Without Drugs.* Washington, D.C.: U.S. Department of Education, 1987.	Reviews reliable and significant findings available on drug use by school-age youth. This handbook reveals the extent of drug use among students and the dangers associated with it.
U.S. Department of Health and Human Services. *Drug Abuse and Drug Abuse Research.* Austin: Texas Commission on Alcohol and Drug Abuse, 1987.	Summarizes current knowledge of the extent and health consequences of drug use as well as recent developments in research in the prevention of drug dependency. This book is a triennial report to the Congress.

Assists prevention program staff to work cooperatively with evaluators and researchers to apply their skills, knowledge, and sensitivities in the design and implementation of evaluations.	USDHHS. *Working with Evaluators.* DHHS Publication No. ADM. 88-1233. Rockville: Institute on Drug Abuse, 1988.
Details the history, composition, and use of drugs. The authors also consider the side effects of drugs in relation to their therapeutic values, the harmful effects of drugs on the human body, and their potential for inducing dependence.	Witters, W., and Venturelli, P. *Drugs and Society.* 2nd ed. Boston: Jones and Bartlett Publishers, Inc., 1988.

Appendix C: Drug Chart

Drugs and Their Effects

This chart is a quick reference for educators and is not intended for distribution to students, nor is it intended for identification or diagnostic purposes. For more detailed information, consult a reliable pharmacological resource in your community. If there is suspicion of drug use, identify behavior changes, document, and consult with a counselor, school nurse, administrator, or parent, according to the policy of the district.

Negative effects will vary with each individual. Some people have very serious effects with first use while others may experience harmful effects only after chronic use. The earliest consequences are frequently behavioral or social, which may be the most critical health concern. Drug use is a learned behavior that begins with first use. The goal is to prevent that first use.

TYPE OF DRUG	NAME OF DRUG	METHOD OF USE	NEGATIVE EFFECTS
Alcohol (depressant)	Beer Wine Liquor Wine coolers Cough remedies	Swallowed in liquid form	Depressant effects cause impairment to the mental, intellectual, and judgmental functioning. Other effects include decreased alertness, loss of coordination, depression, stupor, nausea, impaired memory, addiction, obesity, malnutrition, impotence, severe mental disorders, ulcers, brain damage, liver damage, delirium tremens, loss of consciousness, increased risk for cancer, hypertension, and coma. It is the cause of 100,000-150,000 deaths in the U.S. annually. Use during pregnancy may cause fetal alcohol syndrome, a leading cause of mental retardation in the United States.
Other depressants	Barbiturate Pentobarbital Phenobarbital Secobarbital Amobarbital	Taken by mouth or injected	Effects include decreased alertness, confusion, drowsiness, irritability, poor coordination, lack of judgment, loss of appetite, sleep disorders, nausea, addiction, and possible death.
	Narcotics Dilaudid Demerol Methadone	Taken orally or injected into veins	Use may result in decreased alertness, confusion, hallucinations, stupor, slurred speech, nausea, vomiting, unconsciousness, and/or death.
	Opium Morphine Heroin	Injected or smoked	
	Codeine	Liquid or pill form	

TYPE OF DRUG	NAME OF DRUG	METHOD OF USE	NEGATIVE EFFECTS
Other depressants, continued	Tranquilizers, Anti-anxiety, sedative Valium (diazepam) Dalmane	Taken orally or injected	Use may lead to dependence and withdrawal symptoms that include convulsions, tremors, cramps, and overdose.
Cannabis	Marijuana Hashish	Most often smoked; sometimes eaten with food	Drug combines stimulant, hallucinogenic, and depressant effects. The effects of intoxication, or high, may last 48 hours, long after the individual considers himself under the influence. User may experience reduction of inhibitions, panic, impaired memory, paranoia, loss of concentration, loss of coordination, amotivational syndrome (loss of interest, ambition, goals, and motivation), changes in perception, sterility, impaired heart function, lowered resistance to infection, lung cancer, psychological dependence, delayed sexual development, and lung damage caused by exposure to the smoke. Fetal marijuana syndrome may result from use during pregnancy, causing low-birth weight and developmental abnormalities of infants perinatally exposed to marijuana.
Hallucinogens	PCP (phencyclidine)	Most often smoked; can be snorted, injected, or taken orally. PCP is sometimes found in marijuana cigarettes.	Use may cause perceptual distortions, confusion, agitation, impaired memory, anxiety, loss of coordination, delusions, panic, irrational thought patterns, violent behaviors, and/or long-term developmental consequences. Delusions, increased panic, severe mental disorders, or death may result from use.
	LSD	Injected, taken orally, or may be absorbed through the skin	
	Mescaline Psilocybin	Taken orally in their natural form	
Inhalants	Solvents Gasoline and other fuels Model glue and adhesives Typewriter correction fluid Felt-tip markers	Inhaled or sniffed, often with use of container such as soft drink can, paper sack, or plastic bag; rags may be used to disperse fumes.	The easily available household compounds are most frequently abused. Use may cause poor coordination, stupor, impaired thought processes, unconsciousness, violent behavior, hallucinations, and damage to liver, kidneys, and bone marrow. Single use may cause permanent brain damage.
	Aerosols Hairsprays Deodorants Insecticides Freon	Sprayed into container and inhaled	

TYPE OF DRUG	**NAME OF DRUG**	**METHOD OF USE**	**NEGATIVE EFFECTS**
Inhalants, continued	Anesthetics Ether Chloroform Nitrous oxides	Breathed with use of cone or mask	Negative effects include neuropathy, muscle weakness, nausea, vomiting, hallucinations, loss of consciousness, nerve or brain damage, and/or death by anoxia.
	Volatile nitrites Amyl Butyl	Sniffed or inhaled from gauze or ampules	Extremely rapid action. Effects within 30 seconds lasting no more than 3 minutes. They include increased heart rate, drop in blood pressure, dizziness, nausea, and headaches.
Steroids	Anabolic steroids Anaver Androl-50 Winstrol Maxibolin Dianabol	Taken orally or injected	Severe acne, nausea, vomiting, diarrhea, hair loss, deep depression, excitation, power delusion episodes, aggressive behavior, uncontrolled violence, heart disease, hypertension, stroke, kidney damage, and abnormal liver function are among the negative effects. May also cause sexual underdevelopment or delays. In males, problems may include atrophy of genitalia, sterility, and stunted growth. In females, a decrease in estrogen, deepening of voice, a masculine build, and an increased risk of cancer.
Stimulants	Amphetamines Diet pills Speed Dextroamphetamine	Taken orally in pill or capsule form; injected into veins	Results include excitation, restlessness, rapid speech, irritability, convulsions, insomnia, hallucinations, severe mental disorders, anorexia, malnutrition, and/or death
	Metamphetamines	Most often in powder form; snorted, swallowed, injected	
	Ice	A smokeable form of methamphetamine	Lethargy, severe depression, paranoia, possible cardiopulmonary effects are likely to occur. Produces a high that may last 12 hours.
	Cocaine	Most often snorted (sniffed onto mucous membranes in nose); can be taken orally, injected, or smoked	Negative effects include irritability, depression, mental disorders, damage to lining of nose and blood vessels when sniffed, seizures, heart failure, stroke, and death. When taken during pregnancy, cocaine can lead to abruptio placenta, miscarriages, and fetal death. Infants exposed perinatally may have long-lasting effects that include tremors, seizures, learning problems, delay or difficulty in bonding, and failure to thrive.
	Crack (a crystalized derivative of cocaine)	Smoked	Crack is an extremely addicting form of cocaine with the same effects and problems, including insomnia, agitation, and paranoia. Users experience a very short period of intoxication for five to 10 minutes.

TYPE OF DRUG	NAME OF DRUG	METHOD OF USE	NEGATIVE EFFECTS
Stimulants, continued	Nicotine/Tobacco	Smoked in cigarettes, cigars, and pipes; also found in snuff and chewing tobacco	Short-term problems include headache, loss of appetite, difficulty in breathing, and nausea. Tobacco, responsible for the single largest preventable cause of death in the U.S., causes cancer of the mouth, throat, and lungs and heart disease. Use during pregnancy may cause premature birth, fetal injury, and low birth weight.

For additional information, consult the following reference:

"Let's All Work to Fight Drug Abuse." International Drug Education Association
4213 Wiley Post Road, Suite 100; Dallas, TX 75244; (214) 387-2230.
Updated on a frequent basis; current and reliable information.

Appendix D: Glossary of Terms

Addict
Someone who cannot stop using a habit-forming drug or substance. An addict is also a person exhibiting addiction.

Addiction
As defined by the World Health Organization (WHO): A state of periodic or chronic intoxication produced by the repeated use of a drug. Addiction is also defined as: (1) Overpowering compulsion for continuing and obtaining a drug. (2) Increased dosage and tolerance of a drug. (3) Physiological or psychological dependence on some agent (e.g., alcohol, drug), with a tendency to increase its use.

Additive Effect
An increased effect observed when two drugs having similar biological actions are administered. The net effect is the sum of the independent effects exerted by each drug.

Alcohol (Ethanol)
A widely used sedative hypnotic drug obtained by fermentation of carbohydrates by yeast. The active form of alcohol is ethyl alcohol. Also called grain alcohol.

Amphetamine
A behavioral stimulant that temporarily increases energy and mental alertness. Amphetamines are for use with a prescription only and under a doctor's supervision.

Analgesic
A drug that relieves pain without loss of consciousness—for example, aspirin and opiates.

Anesthetic
A drug that causes loss of sensation or feeling (especially pain) by its depressant effect on the nervous system. There are two types of anesthetics: *General*, which produces a sound sleep and is used for surgical procedures calling for a total sleep state, and *local*, which deadens a specific area of the body for medical procedures such as dental extraction.

Antagonism
A reaction that occurs when two drugs influence a physiologic system in opposite directions, one drug cancelling the effect of another.

Antidepressant
Medicines used to treat patients with depressive psychological illness.

Antihistamine
A drug that prevents or antagonizes the action of histamine, a normal body chemical that is believed to cause symptoms in persons hypersensitive to various allergens. Side effects include drowsiness, dizziness, and muscular weakness. These drugs can be dangerous if taken by an individual operating automobiles or heavy machinery.

Antipsychotic
A drug that produces an effect of emotional quieting and relative indifference to one's surroundings. These drugs are also called major tranquilizers.

Barbiturate
Sedative hypnotic drugs that decrease the activity of the central nervous system and depress respiration, affect the heart rate, and decrease blood pressure and temperature.

Caffeine
One of the bitter, crystalline alkaloids found in coffee, tea, cola drinks, and chocolate which acts as a central nervous system stimulant and a mild diuretic.

Cannabis Sativa
The scientific name for marijuana, a plant that produces a psychoactive (mind-altering) effect. The active ingredient is called tetrahydrocannabinol (THC).

Cocaine
A white, crystaline alkaloid that acts as a local anesthetic and is a dangerous illegal stimulant. It causes increased heart beat, as well as a rise in blood pressure and body temperature. In high doses, it can cause paranoid thought disturbance and tachycardia.

Codeine
A sedative and pain-relieving agent found in opium and commonly used in cough syrups and analgesics.

Crack
Freebased cocaine made of powdered cocaine hydrochloride, sodium bicarbonate, and water. Crack produces a high much more intense and rapid than that of regular cocaine.

Delirium Tremens (DT's)
A serious mental illness accompanied by shakiness, hallucinations, confusion, disorientation, sleep disorders, and other associated discomforts, lasting several days after alcohol withdrawal. DT's are caused by excessive chronic use of alcohol or narcotics. An individual experiencing DT's is extremely fearful. Hallucinations seem real until the episode has passed.

Dependence, Drug
The total psychological state in which the use of a drug is necessary for either physical or psychological well-being. Drug dependence is characterized by the need to use equal or increasing dosages of a drug to prevent withdrawal symptoms.

Depressants
A group of drugs that generally decreases the activity of the central nervous system and at high doses induces sleep.

Designer Drug (Analogue)
Any drug manufactured for illicit use by the slight chemical alteration of a known and usually legal drug.

Drug
Any medicinal or chemical substance that when taken into the body by any means causes a change in the body.

Euphoria
A feeling of well-being or elevation of mood marked by confidence and assurance. Stimulant drugs can cause a sensation of euphoria.

Flashback
A spontaneous reocurrence of psychedelic drug effects without taking further psychedelic drugs.

Freebase
The process of chemically converting cocaine and smoking it. It is the conversion of the stable form of an alkaloid (cocaine) into less stable but more potent form.

Hallucinogens or Psychedelics
Drugs such as LSD, mescaline, and PCP that produce profound alterations in perception. Users may see, hear, and feel things that are not there and may exhibit psychotic behaviors. These drugs may induce psychotic states and cause permanent damage to the psyche.

Hashish or Hash
A drug made by taking the resin from the stalk, leaves, and flowers of the marijuana plant (Cannabis) and pressing it into cakes. The drug is an extract from the hemp plant with a higher concentration of THC than marijuana.

Heroin
A semi-synthetic derivative produced by the chemical modification of morphine. It is highly addictive and more potent than morphine. It exists either in white or brown powder form, which is heated to dissolve it in a liquid for use.

Ice
A potent smokeable form of methamphetamine that acts as a stimulant on the central nervous system. It is similar in toxicity to cocaine.

Illicit Drug
Any drug whose sale, use, or purchase is generally prohibited by law and for which violators are subject to criminal penalties.

Inhalant, Volatile Solvent
A gaseous chemical or substance that, when inhaled into the lungs, produces a psychoactive or mind-altering condition that may be anesthetic in its effect or may cause a slowing down of body functions (for example: glue, solvent, gasoline, lacquer thinners). Nitrous oxide is an inhalant used as an anesthetic in medical procedures.

(LSD) Lysergic Acid Diethylamide
A drug manufactured from lysergic acid which is found in ergot, a fungus that grows on rye and other grains. It is one of the most potent mind-changing chemicals and is most commonly ingested by placing a small square of paper containing the drug on to the tongue.

Marijuana
The common name of cannabis sativa (a type of hemp plant) which produces the chemical tetrahydrocannibanol (THC). The drug is made up of a mixture of crushed leaves, flowers, and small branches of both male and female cannabis plants. This mixture is smoked.

MDMA (Methylenedioxy methamphetamine)
A designer drug also known as Ecstasy resulting from a slight chemical alteration in methamphetamine. It is touted as having unique pharmacological properties and unique behavioral effects such as euphoria and lowered inhibitions. MDMA is a tactile hallucinogen (one which affects the sense of touch).

Meperidine (Demorol®)
A synthetic drug used as a narcotic analgesic.

Mescaline
A psychedelic drug which comes from the peyote cactus but can also be synthetically produced. It is an opiate narcotic and a poisonous alkaloid which produces hallucinations of sound and color. Its effects are similar to, but not as strong as, LSD. It is usually smoked or swallowed in the form of capsules, tablets, or discs.

Methadone (Dolophine ®)
A synthetically produced opiate narcotic similar to those derived from morphine.

Methaqualone
A sedative-hypnotic compound of relatively low potency. It is used medically as a sedative or hypnotic.

Morphine
A derivative of opium which has a depressing effect on the central nervous system, particularly respiration. Morphine is the major sedative and pain-relieving drug found in opium, making up approximately 10% of the crude opium matter produced.

Nalorphine (Nalline ®)
The antagonist of certain narcotic agents such as morphine.

Naloxone (Narcan ®)
A pure narcotic antagonist used to reverse low respiration in overdose cases.

Narcotic
Medically, a drug that produces sleep or stupor and also relieves pain. Legally, a narcotic is any drug regulated under federal narcotic laws that can only be obtained with a doctor's prescription. Other uses are strictly prohibited by law as described by the Harrison Narcotic Act.

Nicotine
A behavioral stimulant found in tobacco which can cause indigestion, increase in blood pressure, dulling of the appetite, and constriction of the blood vessels.

Overdose
A state in which a lethal amount of a drug is consumed. An overdose causes adverse effects and possible death.

Opiate
A drug such as morphine, codeine, or heroin that is derived from the opium poppy. Opiates induce sleep, relieve pain, and are strongly addictive. Heroin is the most abused opiate. It produces a euphoric dream state. The user becomes desperate to avoid withdrawal illness and may engage in aggressive and risk-taking behavior.

Opium
An opiate derivative obtained from the juice of the opium poppy. Opium takes the form of dark brown chunks or of a powder which is usually smoked or eaten. Its sale is strictly prohibited by law.

Over-the-Counter Drug (OTC)
Any of a wide variety of commercially produced medications that can be purchased without a doctor's prescription.

Paregoric
A mixture of opium, camphor, glycerin, benzoic acid, and anise oil diluted in alcohol. It is used medically to control diarrhea. It can only be purchased legally with a doctor's prescription. It is often abused in combination with other drugs such as the antihistamine Tripelennamine, which is called "blue velvet" on the street.

Oxycodane (Percodan ®)
A semisynthetic narcotic analgesic that comes from opium alkaloid. It can only be purchased legally with a doctor's prescription.

PCP (Phencyclidine)
An illicit anesthetic first developed in the 1950's. PCP takes the form of a pure, white, crystal-like powder, a tablet, or a capsule. It can be swallowed, smoked, sniffed, or injected. It is sometimes sprinkled on marijuana or parsley and smoked. It causes confusion, disorientation, catatonia, and tachycardia and may produce violent behavior. In high doses, it can cause convulsions or cardiac arrest.

Physical Dependence
A physical state in which normal body functioning requires continued use of a drug. Such a state is confirmed by withdrawing the drug and noting the occurrence of withdrawal symptoms.

Polydrug Use
The use of various combinations of drugs simultaneously by an individual.

Prescription Drug
Any commercially produced drug that can only be legally sold or dispensed on a physician's order.

Psychoactive Drug
Any chemical substance that alters normal functioning of the brain and results in mental or behavioral change.

Psychological Dependence
A compulsion to use a drug for its pleasurable effects. Psychological dependence also refers to taking a drug to avoid withdrawal symptoms once physical dependence has developed.

Sedative—Hypnotic Drugs
Drugs that decrease central nervous system arousal. They are used medically to reduce anxiety and tension and have the potential for physiological addiction. Large amounts can cause excitation, delirium, and death.

Side Effect
Any drug-induced effect that accompanies the primary effect for which a drug is administered. "Side effect" particularly refers to an adverse effect on another organ system.

Steroids
A large group of organic compounds that includes various hormones. Anabolic steroids are derived from the male hormone, testosterone, and produce certain body changes. The drugs help the body build muscle mass. They enhance performance and increase aggression and drive. Some serious side effects include liver damange, high blood pressure, and addiction.

Stimulant
Any drug that acts upon the central nervous system to produce an excited, alert, and wakeful state.

Symptom
Any condition such as a change in the physical or mental state of an individual that indicates the presence of a disease or physical disorder. Symptoms aid in diagnosis.

Synergism
The interaction of two or more drugs resulting in an effect greater than an additive effect. It occurs when one drug increases the potency of another by interfering with its disposition, thus increasing the effect of a given dose.

THC-1-Δ9-trans-tetrahydrocannabinol
The principal psychoactive compound in marijuana. Its effects include .impaired sperm formation and inhibited synthesis of testosterone in males.

Tolerance
A decrease in susceptibility to the effects of a drug due to its continued administration. Tolerance results in the need for a higher dosage to feel the same effects. It indicates a state of progressively decreased responsiveness to a drug.

Toxicity
The degree to which a drug acts like a poison in the body and the margin between the dosage that produces beneficial effects and the dosage that produces toxic effects.

Tranquilizers
Sedative-hypnotic drugs which slow down the body's functions, resulting in a lessening of anxiety. Tranquilizers can cause drowsiness, but the user will still react to stimuli.

Withdrawal
A series of symptoms that occurs after use of an addictive drug is discontinued.

Appendix E: Texas Law Related to Tobacco, Alcohol, and Other Drugs

THE LAW FOR EVERYONE

What are the laws regarding controlled substances and dangerous drugs?

No one may:

- possess, deliver, or manufacture any controlled substance or dangerous drug. (Controlled substances include marijuana, LSD, cocaine, heroin, morphine, secobarbitol, and methamphetamine; dangerous drugs have both medicinal value and harmful side effects.)
- possess or deliver **any** amount of marijuana
- be in control of any vehicle on a road or highway while under the influence of drugs

The Texas Controlled Substances Act (Art. 4476-15) and the Texas Dangerous Drugs Act (Art. 4476-14) of Vernon's Texas Civil Statutes designate penalties ranging from fines to jail sentences for violation of these laws.

THE LAW FOR MINORS

How old must a person be to purchase, possess, or drink an alcoholic beverage?

The Texas Alcoholic Beverage Code prohibits the purchase, possession, and consumption of alcohol by minors. The main provisions of this law are as follows:

- A minor is any person less than 21 years of age for purposes of this code.
- It is illegal for a minor to purchase alcoholic beverages.
- It is illegal to sell alcoholic beverages to minors.
- It is illegal for minors to drink alcoholic beverages unless the minor is in the visible presence of an adult parent, spouse, or legal guardian.
- It is illegal for minors to falsely pretend to be 21 years old or older in order to obtain alcoholic beverages.

What constitutes an alcoholic beverage?

An alcoholic beverage is any drink with at least one-half of one percent (1/2 of 1%) alcohol. This includes beer, wine, wine coolers, and other liquors.

What if an adult gives a minor an alcoholic beverage?

According to Texas law, it is illegal for an adult to provide a minor with an alcoholic beverage unless the minor is in the visible presence of an adult parent, spouse, or legal guardian.

What constitutes legal intoxication?

Being intoxicated or under the influence of drugs on a public highway is a violation of Texas law.

A person having a blood alcohol content of .10 is considered legally impaired or intoxicated under Texas law.

Are there any restrictions on tobacco use by minors in Texas?

Texas law prohibits the sale or delivery of tobacco in any form to persons under 16 years of age. (Article 4476-16, Vernon's Texas Civil Statutes)

Providing tobacco to persons under 16 years of age without their parents' written consent is punishable by fine.

THE TEXAS EDUCATION CODE

Section 21.3011. Grounds for expulsion of students.

What are grounds for expulsion of students?

A student may be removed from class and expelled without resort to an alternative education program under Section 21.3011 of this code if the student, on school property or while attending a school-sponsored or school-related activity on or off school property:

2) sells, gives, or delivers to another person or possesses or uses or is under the influence of:
   (A) marijuana or a controlled substance, as defined by the Texas Controlled Substances Act (Article 4476-15, Vernon's Texas Civil Statutes) or by 21 U.S.C. Section 801 et seq; or
   (B) a dangerous drug, as defined by the Texas dangerous drug law, Chapter 425, Acts of the 56th Legislature, Regular Session, 1959 (Article 4476-14, Vernon's Texas Civil Statutes);

3) sells, gives, or delivers to another person an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code, or commits a serious act or offense while under the influence of alcohol; or on more than one occasion possesses, uses, or is under the influence of an alcoholic beverage;

5) engages in conduct that contains the elements of an offense relating to abusable glue or aerosol paint under Section 4.13, Texas Controlled Substances Act (Article 4476-15, Vernon's Texas Civil Statutes), or relating to volatile chemicals under Chapter 323, Acts of the 68th Legislature, Regular Session, 1983 (Article 4476-13a, Vernon's Texas Civil Statutes).

How does the Texas Education Code define serious offenses related to drug use?

Serious offenses on school property include but are not limited to:

B) selling, giving, or delivering to another person or possessing or using:

- i) marijuana or a controlled substance, as defined by the Texas Controlled Substances Act (Article 4476-15, Vernon's Texas Civil Statutes) or by 21 U.S.C. Section 801 et seq.
- ii) a dangerous drug, as defined by the Texas dangerous drug law, Chapter 425, Act of the 56th Legislature, Regular Session, 1959 (Article 4476-14, Vernon's Texas Civil Statutes)
- iv) an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code, or commits a serious act or offense while under the influence of alcohol.

C) being under the influence of any of the substances listed in subsections (a)(12)(B)(i), (ii), and (iv) of this section. A student need not be legally intoxicated to be considered "under the influence," but the student's faculties must be impaired to a noticeable extent.

What does the Texas Education Code require concerning anabolic steriods?

Section 21.928: Regulation of anabolic steroids and human growth hormones.

Each school in a public school district in which there is a grade level of seven or higher shall post in a conspicuous location in the school gymnasium and each other place in a building where physical education classes are conducted, the following notice:

> Anabolic steroids are for medical use only. State law prohibits possession, dispensing, delivery, or administering of an anabolic steroid in any manner not allowed by state law. State law provides that body building, muscle enhancement, or increasing muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a person who is in good health is not a valid medical purpose. Only a medical doctor may prescribe an anabolic steroid or human growth hormone for a person. A violation of state law concerning anabolic steroids or human growth hormones is a criminal offense punishable by confinement in jail or imprisonment in the Texas Department of Corrections.

Appendix F: Agencies and Organizations

The following list of agencies and organizations has been compiled as a resource for teachers and administrators. The materials and expertise provided by these agencies are neither recommended nor endorsed by the Texas Education Agency. Provision of this list of agencies and organizations is intended to aid districts with their selection of resource materials.

Action, The Federal Domestic Volunteer Agency—Texas Office
1100 Commerce Street,
Room 6B-11
Dallas, TX 75242
(214) 767-9494

American Association of Suicidology (AAS), (Central Office)
2459 South Ash
Denver, CO 80222

American Automobile Association
2990 Telestar Court, Ste. 100
Falls Church, VA 22042
(703) 222-2060

American Automobile Association (Texas Office)
3000 Southwest Freeway
Houston, TX 77098
(713) 524-1851

American Cancer Society
777 Third Avenue
New York, NY 10017
1-800-4-CANCER

American Cancer Society (Texas Division)
Box 9863
Austin, TX 78766
1-800-252-9174

American College of Sports Medicine
Box 1440 .
Indianapolis, IN 46206
(317) 637-9200

American Council on Drug Education (ACDE)
204 Monroe Street
Rockville, MD 20850
(301) 294-0600

American Heart Association
7329 Greenville Avenue
Dallas, TX 75231
(214) 750-5300

American Heart Association (Texas Affiliate, Inc.)
Box 15186
Austin, TX 78761
(512) 836-7220

American Lung Association
1704 Broadway
New York, NY 10019

American Lung Association of Texas
3520 Executive Center Drive
Ste. G-100
Austin, TX 78731
(512) 343-0502

American National Red Cross
17th and D Streets NW
Washington, D.C. 20006

2300 McKinney
Dallas, TX 75201
(214) 741-4421

Box 397
Houston, TX 77001
(713) 424-5050

American Public Health Association
1015 18th Street NW
Washington, D.C. 20036

American School Health Association
Box 708
Kent, OH 44230

C.E. Mendez Foundation Inc.
Box 10059
Tampa, FL 33679
(813) 875-2579

800-COCAINE
Fair Oaks Hospital
19 Prospect Street
Summit, NJ 07901
1-800-COCAINE

Committees of Correspondence
57 Conant St., Rm. 113
Danvers, MA 01923
(617) 774-2641

Comprehensive Health Education Foundation
20832 Pacific Highway S
Seattle, WA 98198
(206) 824-2907

Council of Chief State School Officers
400 N. Capitol St., NW, Ste. 379
Washington, D.C. 20001
(202) 393-8159

Drug Enforcement Administration (DEA)
President's Drug Awareness Campaign
U.S. Department of Justice
Washington, D.C. 20537
(202) 633-1146

Demand Reduction Coordinators:
1800 Regal Row
Dallas, TX 75235

333 West Loop North
Houston, TX 77024

Families in Action—National Drug Information Center
3845 North Druid Hills Road, #300
Decatur, GA 30033

Health EDCO, Inc.
Box 21207
Waco, TX 76702-1207
(817) 776-6461

Johnson Institute
7151 Metro Boulevard
Minneapolis, MN 55435-3425
1-800-231-5165

Just Say NO Foundation
1777 North California Boulevard
Walnut Creek, CA 94596
1-800-258-2766

March of Dimes—Birth Defects Foundation
Box 2000
White Plains, NY 10602

March of Dimes—Birth Defects Foundation (Texas Regional Office)
2527 Royal Lane, Ste. 155
Dallas, TX 75229
(214) 620-9779

National Association of School Nurses
Box 1300
Scarborough, MD 04074

National Clearinghouse for Alcohol and Drug Information (NCADI)
Box 2345
Rockville, MD 20852
(301) 468-2600

National Clearinghouse on Smoking and Health, Centers for Disease Control
1600 Clifton Road, NE
Atlanta, GA 30333

National Council on Alcoholism
Two East 103rd Street
New York, NY 10029

National Federation of Parents for Drug-Free Youth (NFP)
1423 N. Jefferson
Springfield, MO 65802
(417) 836-3709

National Health Information Clearinghouse, NHIC (Health Calendar)
Box 1133
Washington, D.C. 20013
1-800-336-4797

National Institute on Drug Abuse
5600 Fishers Lane
Rockville, MD 20851
1-800-662-HELP

National Safety Council—Director of Public Information
425 North Michigan Avenue
Chicago, IL 60611

National School Safety Center
16830 Ventura Boulevard, #200
Encino, CA 91436
(818) 377-6200

Office for Substance Abuse Prevention (OSAP)
Alcohol, Drug Abuse and Mental Health Administration
5600 Fishers Lane, Rm. 9A-54
Rockville, MD 20857
(301) 443-0365

Pacific Institute for Research and Education: JUST SAY NO
1777 N. Catalina Blvd.
Walnut Creek, CA 94596
(800) 258-2766

PAN-Texas
Austin Child Guidance Center
810 W. 45th Street
Austin, TX 78751

Pharmacists Against Drug Abuse (PADA) Foundation, Inc.
Box 776
Spring House, PA 19477

PRIDE: Parents' Resource Institute for Drug Education, Inc.
The Hurt Building, Ste. 210
50 Hurt Plaza
Atlanta, GA 30303
(800) 241-7946

Schools Without Drugs: The Challenge
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-0100
(202) 732-4161

Schools Without Drugs—Region VI
1200 Main Tower Building, #2125
Dallas, TX 75202
(214) 767-3626

Southwest Regional Center for Drug-Free Schools and Communities
The University of Oklahoma
555 Constitution Avenue
Ste. 138
Norman, OK 73037
(800) 523-7363, ext. 1454

Texas Association for Children of Alcoholics (TACoA)
Box 12882
Austin, TX 78711

Texas Commission on Alcohol and Drug Abuse (TCADA)
720 Brazos Street
Ste. 403
Austin, TX 78701
(512) 867-8700

Texas Department of Health
1100 West 49th Street
Austin, TX 78756
(512) 458-7111

Texas Department of Public Safety
Box 1748
Austin, TX 78767
(512) 473-9392

Texas Education Agency Drug Use Prevention Program
1701 N. Congress
Austin, TX 78701-1494
(512) 463-9006

Texas Medical Association Auxiliary
1801 N. Lamar Blvd.
Austin, TX 78701
(512) 477-6704

Texans' War on Drugs
11044 Research Blvd.
Building D, Ste. 200
Austin, TX 78759
(512) 343-6950

U.S. Department of Health and Human Services—Office of Disease Prevention and Health Promotion
Hubert H. Humphrey Building
200 Independent Avenue, SW
Washington, D.C. 20201

World Service Office, Inc.
Box 9999
Van Nuys, CA 91409

Appendix G: Instructional Strategies and Products for Teaching Drug Use Prevention

Most of the instructional strategies and products that work effectively in other courses are also effective in teaching drug use prevention. Eighty-five suggested strategies and products are listed below to serve as reminders of various ways to approach the topic.

1. advertisement
2. art gallery
3. block picture story
4. book cover
5. bulletin board
6. cardboard relief
7. cartoons
8. case study
9. chart
10. choral reading
11. cinquain
12. city council meeting
13. city ordinance or state law regarding drug-free zones, sale of volatile chemicals, pollution, crime, slums, vandalism
14. collage
15. construction
16. costume
17. creative writing
18. crosscut diagram
19. crossword puzzle
20. debate
21. demonstration of a technique
22. diamante
23. diorama
24. ditto
25. editorial
26. essay
27. experiment
28. fact file
29. fairy tale
30. filmstrip
31. flip book
32. game board
33. geometric shapes
34. glossary
35. greeting card
36. guest speaker
37. haiku
38. illustrated story
39. interrupted film
40. interview
41. jigsaw puzzle
42. letter (friendly)
43. letter to the editor
44. limerick
45. minicenter
46. mobile
47. movie making
48. mural
49. museum
50. newscast
51. newspaper story
52. news report
53. one-act play
54. oral report
55. pamphlet
56. photo essay
57. picture dictionary
58. picture with information and diagram
59. pictures (photographs)
60. poem
61. poster
62. project cube
63. puppet
64. puppet show
65. rebus story
66. science fiction story
67. scrapbook
68. skit
69. song (original)
70. songs (collection)
71. stained glass
72. stencil
73. stitchery
74. story
75. survey
76. taped recording
77. television game show
78. textbook
79. town meeting
80. transparency
81. T-shirt design
82. vocabulary
83. window-shade story, game, poster
84. worksheet
85. written reports

Acknowledgments

Staff members in the Texas Education Agency drug use prevention program produced this curriculum guide with the help of committees of educators and community representatives from different geographic regions of Texas. The educators represented school districts, education service centers, and institutions of higher learning across the state. In addition, committee members from law enforcement agencies offered many useful suggestions.

B. E. "Buzz" Pruitt, Ph.D, Texas A&M University, served as director for the project. The editorial review panel consisted of Beverly Barron and Jean Kidd, Texans' War on Drugs; Jim Bradley and Ava Love, Texas Commission on Alcohol and Drug Abuse; Patricia Merrill, Project Adept, Texas Conference of Churches; Marie Neece, Region XVIII Education Service Center; and Roger Rodriguez, San Antonio ISD.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

GE2 621 05

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

FALL 1991